

RIGHT TO EDUCATION ACT IN INDIA

A Case Study of Papum Pare District, Arunachal Pradesh

A Thesis submitted in partial fulfilment of the requirement for the award of the Degree of Doctor of Philosophy in Political Science under Faculty of Social Sciences, Rajiv Gandhi University.

Submitted By

Pura Hachang

(Regn. No: RGU/RS-709/2017)



DEPARTMENT OF POLITICAL SCIENCE

RAJIV GANDHI UNIVERSITY

RONO HILLS, DOIMUKH-791112

ARUNACHAL PRADESH, INDIA

2022



DEPARTMENT OF POLITICAL SCIENCE
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH - 97112
ARUNACHAL PRADESH-INDIA

CERTIFICATE

This is to certify that the Ph.d Thesis entitled: **Right to Education in India: A Case Study of Papum Pare District of Arunachal Pradesh**, submitted by Pura Hachang in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in Political Science under the faculty of Social Sciences, Rajiv Gandhi University, Rono Hills, Doimukh.

This is an original bonafide work carried out by the candidate. This research work has not been previously submitted elsewhere for awarding of any degree. This Thesis may be placed before the examiners for evaluation and considered of the said degree.

Date :

Place : Rono Hills (Doimukh)

(Prof. Nabam Nakha Hina)
Head
Department of Political Science

(Dr. Samanta Sahu)
Supervisor



DEPARTMENT OF POLITICAL SCIENCE
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH - 97112
ARUNACHAL PRADESH-INDIA

File No. _____

Dated Rono Hills, the _____

PLAGIARISM CERTIFICATE

This is to certify that the thesis entitled: **Right to Education in India: A Case Study of Papum Pare District of Arunachal Pradesh** was uploaded to Urkund for plagiarism check with document uploaded No. **D139587328** dated **June7, 2022** submitted by samantasahu@gmail.com for the award of degree of Doctor of Philosophy under Political Science Department and found Plagiarism Significance **4%** in favour of Pura Hachang with bearing registration No. RGU/RS-709/2017 under the supervision of Dr. Samanta Sahu under faculty of Social Science, Rajiv Gandhi University.

Pura Hachacng
(Candidate)

(Prof. Nabam Nakha Hina)
(Head)
Department of Political Science

Dr. Samanta Sahu
(Supervisor)

DECLARATION BY THE CANDIDATE

I, Pura Hachang, declare that the work embodied in thesis is my original research work carried out by me under the supervision of Dr. Samanta Sahu, Department of Political Science, Rajiv Gandhi University, Rono Hills, Doimukh, in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in Political Science is a bonafide and original research work. The matter used in this Thesis has not been previously submitted at any other University or/ Institution for the award of any other degree.

I declare that I have genuinely acknowledged the research works wherever their works have been cited in the Thesis. I further certify that I have not lifted and transcribed any research works of others for constructing the analyses and interpretations of this Thesis. This is true to the best of my knowledge and belief.

Place : Rono Hills (Doimukh)

Date :













(Pura Hachang)

Registration No. RGU/RS-709/2017

Document Information

Analyzed document	Final PhD Thesis-1.docx (D139587328)
Submitted	2022-06-07T19:47:00.0000000
Submitted by	Samanta Sahu
Submitter email	samantasahu@gmail.com
Similarity	4%
Analysis address	samantasahu.rguni@analysis.urkund.com

Sources included in the report

W	URL: https://www.ijcrt.org/download.php?file=IJCRT2104668.pdf Fetched: 2022-06-07T19:48:09.5300000		15
W	URL: http://scertarunachal.nic.in/UserPortal/DownloadSRP.aspx?Id=44 Fetched: 2021-11-22T07:13:32.4200000		6
W	URL: https://www.oxfamindia.org/blog/10-things-rte Fetched: 2019-09-26T14:06:54.5170000		2
W	URL: http://14.139.206.50:8080/jspui/bitstream/1/6080/1/rahul%20blmiki.pdf Fetched: 2020-11-27T14:24:31.1030000		47
W	URL: https://www.questjournals.org/jrhss/papers/vol9-issue5/Ser-3/H09056265.pdf Fetched: 2021-06-22T13:37:47.9230000		3
W	URL: https://ccl.nls.ac.in/wp-content/uploads/2017/01/Implementation-of-the-RTE-act-2009-in-the-state-of-Karnataka-1.pdf Fetched: 2020-09-15T21:39:00.1370000		11
W	URL: https://www.slideshare.net/deepali2009/resource-material-on-the-rte-act-2009 Fetched: 2019-11-28T09:46:10.5930000		6
W	URL: http://osepa.odisha.gov.in/?p=content&page=11 Fetched: 2021-11-09T12:37:38.3330000		2
W	URL: http://mdm.nic.in/mdm_website/Files/PAB/PAB-2019-20/States/Arunachal/1_Write_up_Arunachal.pdf Fetched: 2021-03-05T06:22:04.7000000		4
W	URL: http://mdm.nic.in/mdm_website/Files/Review/Reports/2012/RM_Report_Arunachal_22.11.12.pdf Fetched: 2021-02-05T08:01:54.1330000		1
W	URL: https://www.rgics.org/wp-content/uploads/RTE-after-a-Decade.pdf Fetched: 2020-12-02T16:59:02.6030000		1
W	URL: http://www.ijhssi.org/papers/v6(9)/Version-4/C0609041517.pdf Fetched: 2022-06-07T19:48:08.2500000		3

ACKNOWLEDGEMENT

My thesis work is not only the perseverance of my own but also the cooperation, encouragement, guidance, and assistance extended from various sources during the whole process of my research work. I would like to express my warmest thanks to each one of them.

I am forever indebted to my research supervisor Dr. Samanta Sahu, Assistant Professor, Department of Political Science, Rajiv Gandhi University, Arunachal Pradesh, for his able guidance and meticulous care in shaping this thesis. I am thankful to him for his constant encouragement in enabling me to complete the present study. Words cannot express my heartfelt gratefulness to him and it has been a great pleasure and privilege for me to work under him. This work would not have been completed without his valuable guidance and constant encouragement.

I express my gratitude to Prof. Sarit Kr. Chaudhuri, Dean, Faculty of Social Science and Prof. Nabam Nakha Hina, Head, Department of Political Science, Rajiv Gandhi University, for their constant words of encouragement in completing this piece of work.

I express my sincere acknowledge to Department of Political Science, RGU and thank to faculty members including Prof. Tana Showren, Prof. Nani Bath, Prof. P. K. Panigrahi, Dr. Tabang Mibang, Dr. David Gao, Dr. Punyo Yarang, Ms. Nuki Gammeng and Late. Prof. Pura Tado sir for kind cooperation in my research work. I also wish to express my thanks to Ms. Kajori Purkayastha for her help from time to time.

I express my heartfelt thanks to Dr. Yab Rajiv Camder and younger brother Mr. Pura Laji for their kind help in accomplishing this study without whom this study would not have been possible for me.

I convey my special thanks to my dear Mrs. Misso Meena and Mr. Taro Tamu for their supports at different stages of the field study.

I also appreciate and extend my thanks for the help that was provided by my colleagues namely Miss Chalak Lowang, Mr. Ram Kumar, Mr. Kago Tajang, Ms Gita Gammi and Ms Yapi Maling.

I sincerely thank to all head teachers, teachers, parents and students for their kind response in my field work and research. I am deeply indebted to RGU library,

Librarian and staff, various other libraries, authors and library staff for the necessary help in my research work.

Lastly, I want to express my deepest gratitude to my dear younger brother Mr. Pura Tailyang and all family members specially to my father Pura Tagyung for their patience, understanding, and sacrifices in completion of this piece of research.

Finally, I thanks to one and all who have been of helped to me in one way or other in the completion of this research endeavor.

(Pura Hachang)

Department of Political Science
Rajiv Gandhi University, Rono Hills,
Doimukh-791112

LIST OF TABLES

Table No.	Particulars	Page No.
Table 1. 1:	Detail Sampling Structure of the Study Area	22.
Table 2. 1:	Development of Primary Education:1881-82 to 1946.....	42.
Table 3. 1:	Growth Rate of Education Institution in Arunachal Pradesh (2011-2018) ...	69.
Table 3. 2:	Number of Educational Institution in North East India (2014-15).....	70.
Table 3. 3:	Literacy Percentage of Male and Female-2011	70.
Table 3. 4:	Literacy Growth in Arunachal Pradesh (1951-2011)	71.
Table 3. 5:	Literacy Rate of North Eastern State of India	71.
Table 3. 6:	Literacy Position of Arunachal Pradesh in All India Level (1951 onward)..	72.
Table 3. 7:	Education Report After the Implementation of RTE	75.
Table 3. 8:	District Wise Teacher Report of Arunachal Pradesh:	77.
Table 3. 9:	District Wise Students Enrolment in Arunachal Pradesh.....	78.
Table 4. 1:	Administrative Set up of Papum Pare District	92.
Table 4. 2:	Population of Papum Pare district	92.
Table 4. 3:	Literacy Rate of Papum Pare District before Implementation of RTE	96.
Table 4. 4:	Literacy Rate of Papum Pare District after Implementation of RTE	97.
Table 4. 5:	Comparison of Literacy Rate Between State and Study Area	97.
Table 4. 6:	Education Institution in Papum Pare District as on 31st March, 2015.....	98.
Table 4. 7:	Circle Wise Distribution of Government Education Institution in Papum Pare District	99.
Table 4. 8:	Institution Wise Students in Papum Pare District	100.
Table 4. 9:	Class Wise Student of Governemtn Schools in Papum Pare District.....	101.
Table 4. 10:	Institution Wise Teachers in Papum Pare District.....	102.
Table 4. 11:	Sample Schools of the Present Study	103.
Table 4. 12:	Sample Size for the Present Study	104.
Table 4. 13:	Number of Schools Considered for the Present Study	104.
Table 4. 14:	Study Area and Conosidered Sample Schools.....	105.
Table 4. 15:	Sample Size of School Head Teacher for Present Study.....	105.
Table 4. 16:	Sample Size of School Teacher for the Present Study	106.
Table 4. 17:	Sample Size of the School Students for the Present Study	106.
Table 4. 18:	Details of Students Sample for the Present Study	107.
Table 4. 19:	Sample of Parents in the Present Study	107.
Table 4. 20:	Educational Qualification of Parents in Present Study.....	108.

LIST OF FIGURES

Figure No.	Particulars	Page No.
Figure 1. 1:	Map of the Study Area	20.
Figure 1. 2:	Design of the Sampling of the Present Study.....	21.
Figure 5. 1:	Availability of RTE Act Copy with Head Teacher	111.
Figure 5. 2:	Presence of Head Teacher in RTE Orientation Programme	112.
Figure 5. 3:	Admission of Children Above 14 Years in the Present Study Area	113.
Figure 5. 4:	Applied Children Admitted by Concern School Head Teacher.....	114.
Figure 5. 5:	Children Admitted in School Without Age Proof.....	115.
Figure 5. 6:	Differently Abled Children in School in the Study Area.....	115.
Figure 5. 7:	Retention of Students in School for 2 or More Years	117.
Figure 5. 8:	Expulsion of Notorious Students from the Concern School of the Study Area.....	117.
Figure 5. 9:	Female Member in the SMC in Study Area.....	118.
Figure 5. 10:	Role of SMC in Monitoring Co-curricular Activities in the Concern School	119.
Figure 5. 11:	Awareness of Head Teacher Regarding NCPCR and SCPCR in Study Area.....	120.
Figure 5. 12:	Visiting of State Advisory Council of Education in the Schools.....	121.
Figure 5. 13:	School Staffs are Paid as per Norms in Study Area.....	122.
Figure 5. 14:	Teaching Staffs as per Provision of Act in the Study Area.....	123.
Figure 5. 15:	Head Teacher are Assigned Duties Outside the Provision of Act in Study Area	124.
Figure 5. 16:	Increase in Student Enrolment after RTE Act Implementation in Study Area.....	124.
Figure 5. 17:	Drop Out Students in the Study Area.....	126.
Figure 5. 18:	Separate Classroom Provision for Each Class	127.
Figure 5. 19:	Provision for Store Room cum Office in School of the Study Area.....	127.
Figure 5. 20:	Provision for Kitchen Shed for Mid-Day Meal in School	128.
Figure 5. 21:	Provision for Separate Toilet for Boys and Girls in School	129.
Figure 5. 22:	Drinking Water Facility in the School	130.
Figure 5. 23:	Playground Facility in School Campus in the Study Area.....	131.
Figure 5. 24:	Availability of Sport Items and Sport Equipment's in the School.....	131.
Figure 5. 25:	Availability of Teaching Learning Equipment in the School	132.
Figure 5. 26:	Library Facility in the School of the Study Area	133.
Figure 5. 27:	Electricity Connectivity in the School of the Study Area	134.
Figure 5. 28:	Computer Lab Facility in the School	134.
Figure 5. 29:	Awareness of School Teachers on NCPCR and SCPCR in Study Area..	136.
Figure 5. 30:	State Advisory Council of Education Visit in the School.....	137.
Figure 5. 31:	Teaching Staffs in School as per Provision of Act	138.
Figure 5. 32:	School Staffs are Paid as per Norms in the Study Area.....	139.
Figure 5. 33:	Assignment of Duties which are not covered in Provision of Act.....	140.
Figure 5. 34:	Drop Out Students in School in the Study Area	141.

Figure 5. 35: Separate Classroom for Each Class in the Study Area	142.
Figure 5. 36: Availability of Store Room cum Office in the School of the Study Area	142.
Figure 5. 37: Presence of Kitchen Shed for Mid-Day Meal in the School.....	143.
Figure 5. 38: Separate Toilets for Boys and Girls in the School	144.
Figure 5. 39: Provision of Safe Drinking Water Facility in the School	145.
Figure 5. 40: Presence of Playground in School Campus in the Study Area	146.
Figure 5. 41: Provision of Sport Items and Sport Equipment in the School	146.
Figure 5. 42: Provision for Teaching Learning Equipment in the School.....	147.
Figure 5. 43: Availability of Library Facility in the School	148.
Figure 5. 44: Electricity Connectivity in the School of the Study Area	149.
Figure 5. 45: Computer Facility in the School of the Study Area	149.
Figure 5. 46: Awareness of Parents about RTE Act in the Study Area.....	151.
Figure 5. 47: Problem Faced by the Children in School	152.
Figure 5. 48: Changing Scenario of Education Before and After the Enactment of RTE Act.....	152.
Figure 5. 49: Provision for Implementation of RTE to Children in the Study Area	153.
Figure 5. 50: Provision for Office cum Store Room in the School of the Study Area ..	154.
Figure 5. 51: Availability of Computer for Smart Class Learning in School.....	155.
Figure 5. 52: Provision of Kitchen Shed for Mid-Day Meal in School.....	156.
Figure 5. 53: Parents are Aware of CCE in the Study Area	157.
Figure 5. 54: Parents are Aware of SDP in the Study Area.....	158.
Figure 5. 55: Orientation Programme are Organised for Teachers in the Study Area ..	159.
Figure 5. 56: Awareness of Parents Regarding Provision for Drop Out Children in Study Area	159.
Figure 5. 57: Parents Awareness on Special Provision for Disabled Child in the Study Area.....	160.
Figure 5. 58: Teachers Deployed for Non-Educational Purposes in the Study Area	161.
Figure 5. 59: Parents Awareness on Right to Transfer Child in Any Other School.....	162.
Figure 5. 60: Child Expulsion Policy in the School of the Study Area	163.
Figure 5. 61: Parents Awareness on Prohibition of Physical and Mental Harassment in School	164.
Figure 5. 62: Awareness of RTE Act by the Students of Study Area	165.
Figure 5. 63: Provision of Playground in the School Campus in the Study Area	166.
Figure 5. 64: Library Facility in the School of the Study Area	167.
Figure 5. 65: Provision of Safe Drinking Water Facility in the School	168.
Figure 5. 66: Electricity Connectivity in the School Premises.....	169.
Figure 5. 67: Proper Boundary Wall in the School	169.
Figure 5. 68: Provision of Smart Class Facility in the School.....	170.
Figure 5. 69: Provision of Classroom for Each Class in the School Premises	171.
Figure 5. 70: Free Education Provision in the Study Area	172.
Figure 5. 71: Provision for Separate Toilets for Boys and Girls in the School Premise	172.
Figure 5. 72: Provision for Games and Sports Materials in the School	173.
Figure 5. 73: Students are Aware of SMC in the School of the Study Area	174.
Figure 5. 74: Students get Additional Help from the Teacher in the School.....	175.

LIST OF ABBREVIATIONS

AISA	: All India Students Association
APPEP	: Andhra Pradesh Primary Education Project
AWP &B	: Annual Work Plan and Budget
BEP	: Bihar Education Project
CBSE	: Central Board of secondary Education
CEDAW	: Convention on the Elimination of All Forms of Discrimination against Women
CPD	: Continuing Professional Development
CRC	: Convention on the Rights of the Child
CRC	: Convention on the Rights of the Child
DACO	: District Art & Culture Officer,
DAEO	: District Adult Education Officer
DBT	: Direct Benefit Transfer
DDMO	: District Disaster Management Officer
DFO	: District Forest Officer
DIET	: District institute for education and Training
DIPRO	: District Information and Public Relation Officer
DMO	: District medical Officer
DPEP	: District Primary Education Programme
DPO	: District Planning Officer,
DPSP	: Directive Principle of state Policy
EE	: Executive Engineer
EFA	: Education for All
FCE	: Free and compulsory education
FCI	: Food Corporation of India
GDP	: Gross Domestic Product
GHSS	: Government Higher Secondary School
GMR	: Global Monitoring Report
GPS	: Government Primary School
GRMS	: Girls residential Model School
HEIs	: Household Expenditure and Income survey
HRD	: Human Resource Development
ICCPR	: International Covenant an on Civil and Political Rights

ICESCR	: International Covenant on Economic, Social and Cultural Rights
ICT	: Information and Communications Technology
INSPIRE Research	: National Programme Innovation in Science Pursuit for Inspired Research
KGBV	: Kasturba Gandhi Balika Vidyalaya
LJP	: Lok Jumbish Project
MANAK	: Millions Minds Augmenting National Aspiration and Knowledge
MDGs	: Millennium Development Goals
MHRD	: Ministry of Human Resource Department
MS	: Mahila Samakhya
NAAC	: National Assessment and Accreditation Council
NCERT	: National Council of Educational Research and Training
NCPCR	: National Commission for the protection of child rights
NEFA	: North East Frontier Agency
NERIST	: North Eastern Regional Institute of Science and Technology
NFE	: Non-Formal Education
NFE	: Non-Formal Education
NGO	: Non-governmental organizations
NIF	: National Innovation Foundation
NIRF	: National Institutional Ranking Framework
NIT	: National Institutes of Technology
NLM	: National Literacy Mission
NMMSE	: National Means cum Merit Scholarship Examination
NPE	: National Policy on Education
NPEGE	: National Programme for Education of Girls at Elementary level
NPNSPE	: National Programme of Nutritional Support to Primary Education
NPST	: National Professional Standards for Teachers
NTA	: National testing agency
NTSE	: National Talent Search Examination
OB	: Operation Blackboard
PARAKH Holistic Development	: Performance assessment, Review, and analysis of Knowledge for Holistic Development
PHED	: Public Health engineering Department
POA	: Programme of Action
PWD	: Public Work Department

RKMS	: Rama Krishna Mission School
RMSA	: Rashtriya Madhyamik Shiksha Abhiyan
RTE	: Right to Education
RUSA	: Rashtriya Uchchatar Shiksha Abhiyan
RWD	: Rural work Department
SBI	: State bank of India
SC	: Supreme Court
SCERT	: State Council of educational and research and training
SDG	: Sustainable Development Goal
SIDA	: Swedish International Development Authority
SKP	: Siksha Karmi Project
SMC	: School management committees
SMDC	: School Management Development Committee
SSA	: Samagra Shiksha Abhiyan
SSA	: Sarva Shiksha Abhiyan:
TLC	: Total Literacy Campaigns
UDHR	: Universal Declarations of Human Rights
UEE	: Universal Elementary Education
UNESCO	: United Nations Educational, Scientific and Cultural Organization
VEC	: Vernacular Education Centre's

CONTENTS

	Page No.
Certificate from the Supervisor	i
Urkund Plagiarism Certificate	ii
Declaration by Candidate	iii
List of Contents	iv
Acknowledgement	vii
List of Tables	ix
List Figures	x
List of Abbreviations	xxii
1. CHAPTER - I	
INTRODUCTION	2-27.
Background	
Statement of Problem	
Objectives of the Study	
Literature Review	
Research Gap	
Research Methodology	
Pilot Study	
Hypothesis	
Rationale of the Study	
Organisation of Chapters	
Limitation of the Study	
2. CHAPTER - II	
UNIVERSAL ELEMENTARY EDUCATION IN INDIA: POLICIES & PROGRAMME	29-64.
Background	
Ancient Education System in India	
Education System in Medieval India	
Education System in Modern India	
Policy of Elementary Education in the Post-Independence	
Educational Provision in the Indian Constitution	
Right to Education (RTE) in Global Scenario	
Right to Education (RTE) in Indian Context	
3. CHAPTER - III	
RTE IN ARUNACHAL PRADESH	66-88.
Arunachal Pradesh: A Profile	
Evolution of Education in Arunachal Pradesh	

	The Growth of Educational Institution	
	Education Scenario in Arunachal Pradesh	
	Right to Education (RTE) in Arunachal Pradesh	
	Teachers in Arunachal Pradesh	
	District Wise Enrolment of Students in Arunachal Pradesh	
	Education Schemes in Arunachal Pradesh	
	Education Related Awards	
	New Education Policy 2020.	
	Major Issues and Challenges on the Growth of Education in Arunachal Pradesh	
4.	CHAPTER - IV	
	EMERGENCE OF EDUCATION WITH SPECIAL REFERENCE TO RTE IN PAPUM PARE DISTRICT	90-108.
	Background	
	Administrative set up	
	Demography of the Papum Pare District	
	Changing Patterns of Socio-Economic Activities	
	RTE in Papum Pare District	
	Education Scenario of Papum Pare District	
	Description of the Study Area and Sample	
5.	CHAPTER - V	
	PERCEPTION OF DIFFERENT STAKEHOLDERS REGARDING IMPLEMENTATION OF RTE IN STUDY AREA	110-176.
	Data Analysis and Interpretation	
	Perception of Head Teachers on RTE in Papum Pare District	
	Perception of Teachers on RTE Act in Papum Pare District	
	Perception of Parents Towards RTE Act in Papum Pare District	
	Perception of Students on RTE in Papum Pare District	
6.	CHAPTER - VI	
	SUMMARY OF FINDINGS, IMPLICATIONS AND SUGGESTIONS	178-198.
	Summary	
	Findings from Secondary Sources	
	Findings from Field Study	
	Policy Implications and Analysis	
	Conclusion	
7.	BIBLIOGRAPHY	199-207.
8.	APPENDIX - I	208-217.

9.	APPENDIX - II	218-222.
10.	APPENDIX - III	223-225.
11.	APPENDIX - IV	226-228.
12.	APPENDIX - V	229-233.

RIGHT TO EDUCATION ACT IN INDIA: A Case Study of Papum Pare District, Arunachal Pradesh

ABSTRACT

Education is the harmonious development of all the powers of human being-physical, mental and spiritual. A very famous and old Chinese adage says’’ *Give a man a fish and you feed him for a day Teach a man to fish, and you feed him for lifetime*’’. It is a lifelong process and necessary for overall development of individual. Education not only provides livelihood, but also opens up one’s mind to new thought, possibilities and opportunities. No State could survive without the education policy for its citizen, nowadays the world is transits to technocrat’s world and for that the country must have strong policy of education in order to compete with the global scenario.

The Right to Education (RTE) Act (2009) draws its strength from the right to development approach in the late 20th century sphere headed by the civil society around the world. Involvement of civil society in the Indian educational system is not new. In the olden days, civil society was characterised by individual philanthropic efforts that aided in the advancement of civilization. These social organisations which were created by the people were dedicated to the benefit of the community are reflected in today’s NGOs and voluntary organisations. There are numerous examples of several civil organisations and institutions which have taken interest in establishing as well as imparting education for a long time in India. Taking cue from that the engagement of civil society in recent times seems to have strengthen effective implementation of Right to Education (RTE) Act and its various provisions in India. In India, the civil society plays a dual role in raising RTE awareness among educators. While promoting the RTE provisions’ plans and programmes, it also fosters knowledge of the duties and rights of educators, parents, and children. These rights and responsibilities are basic doctrines of education in India as a whole and Arunachal Pradesh in particular.

The present study is attempt to examine the implementation of Right to Education related to awareness, implementation, role of stake holders and challenges of RTE. However, in Arunachal Pradesh this seem to be an unfulfilled goal of RTE Act. The 19th clause of RTE Act demands proper infrastructure, salaries, facilities of separate washrooms/toilets, pure drinking water etc. But in present scenario, it is totally against the Act of RTE because all this demand is still like a dream. It seems that RTE Act of Arunachal Pradesh need re-examine for its proper implementation and fulfil its main goal of compulsory education to all.

The present study has the following five objectives:

1. To understand the goals and main provisions of RTE Act.
2. To study the background and implementation of RTE in India.
3. To study the implications of RTE on enrollment and literacy rate in Arunachal Pradesh.
4. To understand the perception of different stake holders and their awareness level regarding RTE.
5. To examine the prospects and key challenges of RTE Act in Papum pare District.

From the review of the existing literatures on Right to Education related to awareness, implementation, role of stake holders and challenges of RTE, it is found that in-depth study on RTE in case of Arunachal Pradesh is very less in the literature. Hence, the literatures show that there is lack of extensive research work on RTE related to awareness, implementation, role of stake holders and challenges pertaining to the Arunachal Pradesh as a whole and Papum Pare district as particular.

In fact, there is large number of literature available pertaining to Right to Education in India which has been widely researched and examined. But, in respect to Arunachal Pradesh, there is scarcity of available literature and documents' regarding the Right to Education and its impact. This research therefore is an attempt to fill up the gap in literature.

The research methodology of the present study has been comprehensively discussed as data was gathered from two major sources: primary and secondary sources, and it was streamlined to satisfy the study's information requirements. A field survey using questionnaires as the principal instrument provided the primary source of data. The goal of the study was to determine the level of RTE awareness among stakeholders and to assess the RTE Act's prospects and significant problems in the Papum Pare district. The researcher gathered detailed information from numerous stakeholders, including head teachers, teachers, parents, and students, about their perceptions of the RTE Act. To supplement and authenticate the information acquired from the questionnaires, informal but systematic interviews were undertaken. Secondary data is structured information derived from field survey data, census data, and other sources. Secondary data was also used by the researcher to have a better knowledge of the study process and its application.

The government schools of the Papum Pare district have been considered as the population of the study. Government aided private schools and unaided private schools are not considered in the present study due to its wide nature of heterogeneity. The main focus of present study is to know the perspective of different stake holders pertaining to the government schools only. In this study no particular community or tribe have been considered. The Papum Pare district is Nyishi pre-dominated area but

in urban areas all communities or tribes from Arunachal Pradesh dwells including government officials and businessmen. Thus, all stake holders of Papum Pare district irrespective of community and tribe have been considered in the present study. The sample for the present study included all the stake holders' irrespective of community or tribes namely: -school head teachers, teachers, parents and students of the primary and upper primary schools of Papum Pare district of Arunachal Pradesh.

Various sampling techniques were applied to determine the sample of the present study. Multistage and stratified random sampling method has been followed for selection of sample. Out of 20 districts, Papum Pare district is selected where capital of Arunachal Pradesh, Itanagar is located. First Right to Education Act is being implemented in this area and it plays a role model for every policy implementation of state government to the other districts. It was most appropriate for conducting research in this region to know about the functioning of RTE Act. According to the Statistical Handbook of Papum Pare District 2014-2015 the district comprises of four administrative sub-divisions- 1. Sagalee Sub- division, 2. Doimukh Sub-division, 3. Balijan Sub-division and 4. Kimin Sub-division with its headquarter at Yupia. Itanagar capital complex is being run independently with its headquarter at Itanagar.

According to the Statistical Handbook of Papum Pare district 2014-2015 there are total 311 government schools in Papum Pare district and researcher has considered 10% out of the 311 schools. By using random sampling method, the researcher has considered 30 schools as a sample for the study area. A total of 50 per cent schools (i.e. 15 schools) each from rural and urban areas were selected through random sampling method from the selected circle for the purpose of the present study.

Further, structured interview schedule has been prepared by taking interview with two numbers of teacher's representatives; one teacher and one head teacher from each selected school. Further, five numbers of students preferably from the higher classes and two numbers of parent's (those who have been actively engaged in the parent teacher meetings curriculum) each from the schools. The total sample consists for the present study consists 270 which included all categories of respondents. Information gathered regarding the existing condition of education system and the status of RTE provision was collected and thoroughly analyzed.

Furthermore, these four groups of random sample size i.e., one number of Head teacher, one number of Teacher, five numbers of Students and two numbers of Parents have been equally divided into ten different strata namely – Itanagar, Naharlagun, Doimukh, Banderdewa, Kimin, Balijan, Sagalee, Gumto, Toru, and Mengio circles. The researcher has constructed and used the following four questionnaires which are as follows-

1. Questionnaire for the School Head teachers with 60 items.
2. Questionnaire for the Teachers with 30 items.

3. Questionnaire for the Parents with 22 items, and
4. Questionnaire for the Students with 20 items

The basic importance of RTE is to remove the discrimination in the field of education and also eradicate the illiteracy. In this context, the supreme court of India while interpreting article 21 of the constitution “right to life”, has made education a part of right to life. It seems that RTE Act of Arunachal Pradesh need re-examine for its proper implementation and fulfil its main goal of compulsory education to all. Therefore, the present paper focuses on the proper implementation of RTE in Papum Pare district of Arunachal Pradesh.

On basis of investigation with regard to the stakeholders’ perception of RTE Act 2009, it has been concluded that the administrators of each district of Arunachal Pradesh need to take responsibility for smooth functioning of the government schools of Arunachal Pradesh in their respective areas. The government needs to focus on minimum academic and professional qualification of teachers in order to provide the quality education in government schools of Arunachal Pradesh. There is a need for grievance redressal cell in every school in order to receive and solve the grievances of the students and the parents. The drop out students needs to be provided with special training facility by government as per RTE Act provisions. Separate room for computer lab needs to be provided, so that the students can access updated learning material. There must be library in each and every school so that the students are not deprived of best available magazines, books and journals like elsewhere in the country.

The study revealed that government schools lacks in organizing educational tour. The government of Arunachal Pradesh must ensure that there is educational tour from time to time. It is also found that teachers are taking private tuition against the RTE Act provision. The government should initiate actions against such teachers. The students also revealed that schools lack safe drinking water, play materials, teaching learning materials and playground etc. which needs immediate attention from the government. As per the guidelines and norms prescribed by the Government of India and Apex court in India, adequate provisions must be provided to the persons with disability. The stakeholders’ perceptions could be taken in to consideration for further improvement in education system of India and particularly in Arunachal Pradesh.

The civil society which has emerged in the development debate as a major actor in contemporary times has championed the cause of making available social infrastructure to the citizenry. In the case of education too, there are numerous such organisations in the civil sphere and their important contributions have been noted. In the case of Papum Pare district, the study area in particular and Arunachal Pradesh in general too such actions are seen but in a limited scale by the civil society. However,

civil society organisations have been an important partner in creating awareness about the importance of education in a child's growth and development.

The sole purpose of enacting and implementing RTE in India was to eradicate all the problems of elementary education system persisting in India. The RTE Act provision covers all the necessary and needed requirements to improve the standard quality of elementary education in India.

Understanding the perception of stakeholders' such as head teachers, teachers, parents and students plays a very significant role in the implementation of Right to Education Act-2009. The opinion of the stakeholders' shows the real situation of the implementation of RTE Act-2009 in Arunachal Pradesh in general and Papum Pare district in particular. Some of the views of the stakeholders contradict to the various provisions of RTE Act like there should be some physical punishment to the uncontrolled children to bring them back in right direction. Some of the stakeholders' perception clearly revealed the unconvinced state with some of the provisions of RTE Act 2009. In order to bring the positive improvement in the field of education, the state and central government need to look into the perception of stakeholders. To create more awareness about RTE Act provisions in especially rural areas the state and central government must organize various programmes regarding RTE Act -2009. The RTE Act, by taking right perspective, makes education a matter legal and fundamental rights of the children. Such studies with much broader focus and sample may be taken up in order to translate the findings in policy terms.

CHAPTER-I

INTRODUCTION

CHAPTER - I

INTRODUCTION

Education is defined as the balanced development of a person's physical, mental, and spiritual abilities. A very famous and old Chinese proverb says “*Give a man a fish and you feed him for a day, teach a man to fish, and you feed him for lifetime*”¹. It is a lifelong process and necessary for overall development of the individual. Education not only provides livelihood, but also opens up one’s mind to new thought, possibilities and opportunities.

The present chapter is divided into two sections. The first section presents the background and discussed regarding education system pertaining to global with special reference to India. The second section presents statement of problem, objectives of the study, review of literature, research gap, research methodology. Also, it presents pilot study, research hypothesis, rationale of the study, organization of chapters and limitation of the study.

Background

Education is a basic human right that is necessary for an individual's empowerment and development, as well as the development of society as a whole². Because every individual, regardless of colour, gender, nationality, ethnic or social origin, religion, political choice, age, or disability, is entitled to free basic education. Right to Education globally involves the obligation to provide basic education to those who have not completed primary school learning, as well as the need to eliminate prejudice at all stages of education system. No State could survive without education for its citizen. As the world transits to technocrat’s world countries must have strong policy on education in order to compete with the global scenario. The basic importance of Right to Education (RTE) is to remove the discrimination in the field of education and eradicate illiteracy. In this regard, the Supreme Court of India, while inferring Article 21 of the Indian

¹ Lao Tzu, *Tao Te Ching*, tr. Addiss Stephen & Lombardo Stanley, intro., Watson Burton, 1st ed. Shambhala, Massachusetts, 2007.

²Saika Neep & Kujur, Abhijit. ‘Right to Education: A Glittering Success or A Grim Reality’, 2015, *gnlulsc*, Ahmedabad, *Stable URL: <https://gnlulsc.wordpress.com/2015/09/23/right-to-education-a-glittering-success-or-a-grim-reality/>*, (26/02/2019 10:13).

constitution, "Right to Life," has declared that education is a fundamental right of all citizens³.

Since the dawn of time, people have recognized the value of education. Prior to the Enlightenment in the 18th and 19th centuries, education was mostly the duty of parents and the church in Europe. Education was established as a public service with the French and American Revolutions, and the state played a key role in ensuring universal education for its citizens. During this time, education was mainly accessible to the upper classes, and public education was seen as a way to achieve the egalitarian ideal. As a moderate definition of human rights, neither the American Declaration of Independence nor the French Declaration of the Rights of Man (1789) secured the right to education⁴. In the nineteenth century, it was assumed that parents would retain major responsibility for their children's education. The 'right to education' was declared a political goal in F.D. Roosevelt's speech on the Second Bill of Rights in 1944. This right is established in several international conventions, national constitutions, and development plans, and is clearly expressed in Article 26 of the United Nations Universal Declaration of Human Rights, which was enacted in 1948. UNESCO adopted the Convention against Discrimination in Education on the 14th of December 1960, under which States are required to implement the right to education acknowledged at the international level, as well as at the national level, in accordance with their country's specific educational needs. The right to education is still not acknowledged in all constitutions and policies⁵.

Many newly independent nations started to adopt and implement education policy for a strong education system following U.N Convention. Among this, India too played important role for the compulsory education for its citizens. In India, education has a long and distinguished history. It is thought that in ancient times, sages and philosophers delivered instruction orally, and information was provided down from generation to generation. Education has been an inherent right of upper caste members or the elite groups within society in India since olden days, and it has only been provided to a small segment of the population. It evolved into writing using palm leaves and tree barks after

³ Jindal S., 'A Study of Provision for Child Education under the Constitution and National Policy of India', 2021, SSRN, Rochester, *Stable URL: <https://ssrn.com/abstract=3924117>*, (12/08/2019 11:30).

⁴ Hoffmann L., 'The universality of human rights, *Judicial Studies Board Annual Lecture*, March 19:19-22, pp.1-10, 2009, *Stable URL: [JSB Lecture \(blogs.com\)](https://www.judicialstudiesboard.org.uk/lectures/2009-10-19-22)*, (23/03/2017 11:30).

⁵ Grant CA, Gibson ML., "The path of social justice": A human rights history of social justice education', *Equity & Excellence in Education* Vol.46. No.1., pp.81-99, 2013, Taylor & Francis Online, *Stable URL: <https://www.tandfonline.com/doi/full/10.1080/10665684.2012.750190>*, (11/07/2019 15:20).

the formation of letters. This assisted in the dissemination of written literature. The role of schools was filled by temples and community organizations. Later, the Gurukul system of education was established⁶. However, the present education system is influenced by western education system. The British government launched in India based on Lord Macaulay's recommendations⁷.

After independence, Article 45 of the newly drafted Constitution declared that "the State should attempt to provide free and compulsory education to all children until they complete the age of 14 years within a period of ten years from the commencement of the constitution"⁸. In 1968, the Indian government issued a National Policy on Education, which detailed the government's approach to primary education. In 1986 and 1990, the Indian Constitution was amended to incorporate RTE as a fundamental right. In 1992, India ratified the United Nations Convention on the Rights of the Child (CRC) and began the process of enacting legislation to make schooling a fundamental right for children. In 2009, the Children's Right to Free and Compulsory Education Act was passed, marking a watershed event for India's children. According to this Act, Indian states and union territories must pay special attention to the case in terms of appointing experienced teachers, developing specialized training programme for out-of-school children enrolled to age-appropriate classes, and preparing appropriate teaching learning materials for them. This Act contains several important provisions, such as: The right of a disabled child to free and compulsory primary education in a neighboring school up to the age of 18, Completion of primary education for children even after the age of fourteen, and the child's right to apply for transfer to another school, etc.⁹.

For students aged 6 to 14, the Indian government funded universal, high-quality elementary education. This was to be accomplished by establishing schools with enough infrastructure and within walkable distance. The program is being implemented through the flagship Sarva Shiksha Abhiyan (SSA) programme, which is jointly funded by the Indian government and the state government. It has been launched in Arunachal Pradesh

⁶Mookerji R. Kumud, *Ancient Indian Education: Brahmanical and Buddhist*. Motilal Banarsidass Publishers, New Delhi, 1989.

⁷ Awasthi L., 'Importation of ideologies from Macaulay minutes to Wood commission', *Journal of Education and Research*, Vol.1. No.1., pp.21-30, 2008, Kathmandu University School of Education.

⁸ *Ministry of Education in Challenge of Education: A Policy Perspective was tabled in the Lok Sabha, dated the August, 1985, the Government of India, New Delhi, File No. 1-C-67/MofEdu/Delhi/85.*

⁹ Sadgopal A., 'Right to education vs. right to education act', *Social Scientist* Vol.38, No.9/12, pp.17-50, 2010, Prabhat Patnaik, *Stable URL: <https://www.jstor.org/stable/27896288>*, (22/09/2019 11:10)

since 2001¹⁰. Among 20 districts of the Arunachal Pradesh, one of the districts is Papum Pare where capital city Itanagar is located. It is the first district where implementation of every policy begins. Among this, one of the important policies of the Government of Arunachal Pradesh is Right to Education (RTE) Act of 2010. In accordance with the norms and instructions of the Ministry of Human Resources (MHRD) now Ministry of Education, the Government of India and the Sarva Shiksha Abhiyan (SSA) Mission Rajya, Itanagar and SSA District Mission, Papum Pare District, Yupia, in full solidarity, prepared Annual Work Plan and Budget (AWP&B) 2014-15 for the implementation of all Sarva Siksha Abhiyan activities.

Statement of Problem

Education is considered as a means of escaping the dark and achieving contemporary statehood. Since 1950, Indian legislators have attempted multiple times to define the national and state governments' educational roles and obligations. As the country's industrial development progressed, a highly educated and trained workforce became necessary. India is one of the first countries to adopt the United Nations Convention on the Rights of the Child, demonstrating its commitment to modernity and acknowledgement. The Supreme Court also ruled that education should be considered a basic right. With the implementation of the Right to Education (RTE), the Indian government pledged to ensure that all children, regardless of gender or social status, had access to education. In India, every child has the right to life, housing, and education under the new law. The law is significant because it is more than a suggestion; it is a fundamental right guaranteed by Article 21A of the Indian constitution. The particular ages covered by the law, as well as the requirement that no fees or costs be incurred by the child's family, are only a few of the provisions. The Right to Education Act was passed by the Parliament in August 2009 and was put into effect in April 2010. All children aged 6 to 14 are guaranteed an education under the Act¹¹.

More than 6 million Indian children are still out of school, despite the passage of the RTE. Even though India's RTE Act has been in effect for more than several years,

¹⁰ Hussain M, Khan MA & Khan FA., 'Nature and scope of Sarva Shiksha Abhiyan (SSA) scheme in India: a critical analysis', *research journal of social sciences*, Vol.9. No.10, pp.74-82, 2018, International Research Journal of Social Sciences, *Stable URL: <https://educationforallinindia.com/wp-content/uploads/2020/12/Nature-Scope-of-Sarva-Shiksha-Abhiyan-SSA-Scheme-in-India-A-Critical-Analysis-by-Manzoor-Hussain-Manzoor-Khan-2018.pdf>*, (08/02/2018 10.30).

¹¹ Shah M, Steinberg B., 'The Right to Education Act: Trends in Enrollment, Test Scores, and School Quality', In *AEA Papers and Proceedings* Vol. 109, pp. 232-38, 2019, American Economic Association, *Stable URL: <https://www.aeaweb.org/articles?id=10.1257/pandp.20191060>*, (21/11/2010 11:14).

government primary schools continue to fail to meet all of the Act's requirements. However, the latest data from the Ministry of Human Resource Development put the figure of children out of school at 80 lakhs. It would be foolish to expect that the RTE Act will miraculously place all of these children in classrooms. Admissions to some schools have reportedly increased by 120 percent in some states.

As per RTE Act, students have to be passed till standard 8th without appearing in exam. This has reduced the sense of competition among the students in Arunachal Pradesh in general and particularly of Papum Pare district which pose serious threat to their further study. The Act does not guarantee knowledge resulting in wastage of formative school life, pupils are neither able to develop skills nor obtain knowledge. Although the act permits the state to develop suitable model rules for assessment of the progress of the students but the question remains whether the state education department has done anything about it. The formative and summative evaluation methods adopted by RTE do not really assess the progress of the students rather more a formality of documenting reports for teachers. Due to non-presence of rigorous methods of appraising most students drop out after facing board exams. Very few continue their studies after their first failure. Thus, there is increasing school drop out in the district. In addition, the School managing committees lack knowledge regarding their roles and responsibilities towards improving the quality of education. Further, the RTE Act provides for proper infrastructural facilities, and other logistical needs to be complied.

However, in Arunachal Pradesh this seem to be an unfulfilled goal of RTE Act. The 19th clause of RTE Act demands proper infrastructure, salaries, facilities of separate washrooms/toilets, pure drinking water etc. But in present scenario, it is totally against the Act of RTE because all this demand is still like a dream. It seems that RTE Act of Arunachal Pradesh need re-examine for its proper implementation and fulfill its main goal of compulsory education to all.

Objectives of the Study

The present study has the following five objectives:

1. To understand the goals and main provisions of RTE Act.
2. To study the background and implementation of RTE in India.
3. To study the implications of RTE on enrollment and literacy rate in Arunachal Pradesh.
4. To understand the perception of different stake holders and their awareness level regarding RTE.
5. To examine the prospects and key challenges of RTE Act in Papum pare District.

Literature Review

A number of research studies have been done with regard to education and its various aspects including Right to Education. An attempt has been made to present such studies and their findings relating to the present topic of research study.

Many researches as well as general studies have been conducted over the years with regard to RTE Act across the world. But no study pertaining to the RTE in context of education awareness in Papum Pare district of Arunachal Pradesh has been conducted so far. So, it is first of its kind. Following studies have great attempt and have close association with the present research work. The review of literature has been categorized into four sections based on the objectives of the study.

Section 1: This section of review of literature is focused on the awareness of Right to Education in India especial reference to Arunachal Pradesh.

Section 2: This section is focused on implementation of Education Policies in the study area of the Arunachal Pradesh.

Section 3: This section of review of literature is focused on role of stake holders in RTE in the study area.

Section 4: The last section is focused on challenges of the RTE in the study area.

Literature Review on Awareness of the RTE

Kumari, S. & ALLAM, M. (2014) in their paper, “*Awareness among Primary School Teachers Regarding the Right to Education Act, 2009*” emphasized that RTE Act, 2009 for the Act to be implemented successfully, teachers must participate fully. Teachers working at the primary level must be aware of the need of full participation. The purpose of this study is to determine the level of awareness among primary school

instructors. The purpose of the study was to determine the level of awareness among primary school teachers based on geography, gender, and management (Government and nongovernment) Important Findings- There is no substantial difference in awareness of the Right to Education Act, 2009 among primary male and female school instructors. As a result of this research, teachers' awareness of the Right to Education Act, 2009 is unaffected by their gender. b) There is no substantial difference in awareness of the Right to Education Act, 2009 between urban and rural primary school teachers. As a result, this study reveals that teachers' awareness of the Right to Education Act, 2009 is unaffected by their location, whether urban or rural. b) There is a huge disparity in teacher awareness of the Right to Education Act of 2009 in Government and Non-Government Schools. As a result, school ownership and management have an impact on awareness.

Desai (2012) in his article, "*Importance of Literacy in India's Economic Growth*", emphasized on Importance of literacy in India's Economic Growth. The education is the main factor for finding out socio-economic development of the nation. So, from this point of view article is specially focused on literacy rate of the nation. The objective of the article by Researcher is to find out the basic relationship between literacy, population growth and GDP by emphasizing on literacy in achieving the economic growth of a nation. The Researcher has used the empirical methodology for the research. Researcher concluded that literacy, economic growth (GDP) and population growth are correlated with each other therefore, increase in literacy will lead to increase in level of GDP and moreover at the same time population level should also be maintained. Finally, awareness level among the people plays crucial part besides other challenges.

Sharma, U. and Deppeler, J. (2005) in their paper, "*Integrated Education in India: Challenges and Prospects*" underlined the importance of education as a unique weapon for global progress. The Indian constitution has a number of measures ensuring that all individuals have access to education. Article 21A of the Indian constitution states, "The state should offer free and compulsory education to all children between the ages of six and fourteen years in such manner as the state may, by law, determine." Education is a moral duty of human society, and it is important for social transformation. The goal of education is to prepare children not just to pass exams but also to become responsible citizens.

Pradip Debnath (2019) in his paper titled, "*Values Enshrined Our Constitution: Their Educational Implications in the Emerging Indian Society*" highlights a key

component of the Right of Children to Free and Compulsory Education Act 2009, with the goal of encouraging parents, teachers, and students to guarantee that every child has access to education. Provisions such as non-admitted students to an age-appropriate class, duties and responsibilities of local bodies, parents, and instructors, prohibition of corporal punishment, and mental harassment are discussed in this paper, along with a critical assessment of the current situation.

Gupta, D. and Gupta, N. (2012) in their published paper, “*Higher Education in India: Structure, Statistics and Challenges*”, Covers the evolution and current state of higher education in India through the analysis of diverse statistics, with a focus on the key difficulties that Indian higher education faces. What are the primary initiatives or government plans for attaining this requirement, as well as recommendations? The article also discusses UGC, NAAC, and other organisations' plans, as well as their benefits and drawbacks, as well as ideas.

Kaur, N. (2005) in his book titled, “*History of Education*”, is founded on the growth of creativity as a fundamental notion in educational thought. Man's pursuit for education also serves as a metaphor for his hunt for creativity. To be creative, one must have the ability to define oneself, discipline one's powers, and a vision of daily life. Creative education is an affirmation of man; it is a symbol of unflinching faith in his intellectual and moral capacities, with the goal of narrowing the gap between ideals and reality. The process by which man makes use of the brilliance he discovers inside himself is known as creative education.

Taba R. (2004), in his unpublished dissertation, “*Development of Education in Arunachal Pradesh: A Critical Study*”, has discussed the growth and development issues related to elementary level of the education on the basis of secondary data. The dissertation suffers from a lack of historical perspective in analysis of education scenario as a whole.

Islam and Chakraborty (2013) in their paper titled, “*A Study on the Awareness of Equitable Quality in the Light of RTE Act '09 among In-Service School Teachers*”, In three districts of West Bengal, a study on the RTE Act '09 was conducted. The investigation concluded that the degree of awareness among the teachers who participated in the study is not promising. The study showed that by lowering barriers generated by in-service student teachers' lack of awareness on equitable quality, it is

possible to reduce barriers. While developing teaching tactics, the study emphasises the importance of paying attention to variations and variety among pupils.

Gandhi and Yadav (2013) in their paper titled, "*A Study of Awareness Among Primary School Teachers towards Right to Education Act-2009*", has found that male teachers are more aware of their rights to education than female teachers, and that the government should hold seminars and in-service teacher training programmes for female teachers in order to raise awareness among female teachers. The study also recommended that school Authorities organise various orientation programmes, workshops, and seminars to provide teachers, particularly female teachers, with knowledge of the provisions and features of the right to education act so that they can contribute to the achievement of the goals of compulsory and free education.

Thakur N. (2014), Researcher in his article titled, "*Study the Awareness of Trained School Teachers in Relation to RTE Act at Elementary Level*", has performed research on the degree of RTE act awareness among trained school teachers, comparing the level of RTE act awareness among trained male and female school teachers, and comparing the level of RTE act awareness among rural and urban trained teachers at the elementary level. The researcher collected data from eighty various primary and upper elementary schools, ten from urban and ten from rural areas of four West Bengal districts, using a self-made questionnaire form. The data was analysed using the 't' test method, which included Frequencies, Percentage, Mean, and Standard Deviation (S.D.). The survey found that there was a general lack of understanding about the RTE Act. The researchers also discovered that there was no significant difference in RTE Act awareness between male and female trained teachers. The study also discovered that there was a considerable variation in the training of urban and rural instructors.

Sandhu P. & Gouravjeet S. (2016). This article titled, "*Right to Education Awareness among Adults in Relation to Gender and Residential Area of District Sangrur*", has undertaken research to determine adult awareness of the right to education in connection to gender and residential location in the district of Sangrur. The researcher took a random sample of 200 graduate adults and created a Right to Education Awareness Self-Questionnaire. The researcher discovered that graduate adults in Sangrur's urban and rural areas have a low awareness of their right to education. The findings also revealed that there was no significant variation in Right to Education Awareness among graduate adults based on gender or home area. The researcher also

determined, based on many reports and researches, that the issue of Right to Education Awareness is not limited to a district (Sangrur), a state (Punjab), or our country (India), but is a global issue.

Literature Review on Implementation of Education Policies

Kaushal M. (2012) in his article “*Implementation of Right to Education in India: Issues and Concerns*”, has emphasised the key components of the RTE Act 2009, as well as its peculiarities and major implementation issues. Through this act, the government has promised to provide free and compulsory education to all children aged 6 to 14, i.e. the first eight years of elementary school will be free in a nearby school's appropriate classroom. The National Commission for the Protection of Child Rights, which was established in 2007 to ensure the Act's implementation, is also discussed in the article. The provisions are also highlighted in the education law of the Rajasthan State Government. Based on statistical data provided by various national Authorities, the Researcher finds that the RTE Act has failed to be implemented, and so offers some recommendations for current needs.

Mobar S. (2015) in his article, “*Impact of RTE Act on Girl Child Education*” has emphasized RTE Act from the point view of gender discrimination particularly for women. The benefits & implementation of RTE Act for women are mostly considered by taking into consideration of the historical background of the RTE Act the Researcher concluded that there should be some change in the Act for empowering women education & also social barriers have to be removed then only we can say that RTE Act is truly beneficial.

Jha P. and Parvati P. (2010) in their article “*Right to Education Act 2009: Critical Gaps and Challenges*” has mainly based on historical background and the need of RTE Act. 2009, Directive Principle of state Policy (DPSP) have mentioned this right to education in our constitution by framers with the aim of achieving success within 10 years of the independence of India, which we could not get even in 50 years. After so many commissions, policies adopted by the Government ultimately RTE Act 2009 has come into existence. This article emphasizes the salient features of the RTE Act, 2009, its merits and demerits in short. This article concludes with that society can only grow until and unless we grow our minds.

Jha S. N. (1985) in his study, “*Education for Socialism, Secularism and Democracy*”, had emphasised the progress and development in education from pre-

independence to post-independence periods. According to him, education should instil in students socialist, secular, and democratic principles. The Researcher of the educational survey had covered the debates and recommendations of numerous committees and commissions that were formed from time to time. Furthermore, many committees and commissions during British administration, such as the Wood Dispatch (1854), Hunter Commission (1882), and Sadler Commission, promoted the study of vernacular bys as a subject and medium of teaching (1917-19).

Pandey R. (2002) in his unpublished dissertation entitled, “*Study of Historical and Innovative Practices of School Education at Elementary Stage Arunachal Pradesh*”, has basically focused on the growth and development of elementary education based on secondary data. He has identified various schemes, administrative reforms and role of NGOs as innovative practices in the process of the growth and development of elementary education.

Rajaram (2000) in his work of “*Educational Level, School Attendance and School Continuation in India*”, in India, researchers looked at the degree of education, school attendance, and school retention. According to research, just roughly a third of Indian homes had an adult member who had finished grade one. No adult female had ever completed formal schooling in more than half of Indian families. The highest grades earned by a typical adult member were concentrated in Delhi for males, and in Kerala for females. The degree of education achieved by a typical adult male or female has a significant impact on school attendance and kid retention. To promote educational continuity, the report advised that formal education be provided to all parts of the population, particularly the most vulnerable.

Literature Review on Role of Stake Holders in RTE

Thakkar A. J. (2018) in her article “*A Study of Opinions of Students Having Admission under RTE Rule*” has revealed that the study was limited to the North Gujarat Region and was undertaken for upper primary school pupils with RTE admission. The study discovered that the location of the school had no effect on upper primary students' perceptions of RTE. The study also discovered that upper primary school children in both urban and rural areas held similar views on RTE.

Thakkar A. J. (2019) in her paper titled, “*A Study of Opinion of Guardian Regarding RTE Rule*”, has undertaken to research the views of parents of upper primary

school pupils on RTE. The survey was limited to Gujarati medium upper primary schools in the North Gujarat region, and it indicated that parents of students in urban areas had favourable attitudes about the RTE Act.

Khuswaha P. L. (1986) in his unpublished thesis “*Made an Investigation into the Attitude and Role Perceptions of Secondary Teachers*” did a study in Rajasthan to look into secondary teachers' attitudes and role assumptions. The study's primary findings were that instructor quality was negatively associated to the referenced role, and there was no link between teaching experience and the motivational role. It was also discovered that there are no significant changes in the role of the motivator and counsellor between the high, medium, and low attitude groups.

Morris D. (2010) in his article entitled as “*E-confidence or Incompetence; Are Teachers Ready to Teach in the 21st Century?*”, developed a better understanding of teachers' CPD requirements so that procedures could be put in place to bring about a step-change in the UK teaching workforce's ICT skills and competences. The findings would not only support the view that teachers' skills and competencies are diverse, but they would also suggest that reorganising the learning community to facilitate an environment in which pupils become teachers and teachers become learners could benefit teachers' continuing professional development needs.

Saroja (1999) in his work “*School Related Factors Affecting the Female School Drop- Out in Rural Areas; A Case Study*”, in schools in Ron Taluka of Gadag district, Karnataka, the structure of school education and the factors influencing female school dropouts were studied. The Researcher did a case study on "School-related factors affecting female school dropout in rural areas." It was advised that separate girls' schools be established in villages, that more female instructors be appointed, that the school environment be pleasant, and that essential educational and sporting materials be provided. Policymakers and concerned officials should work to make elementary education universal and lower the number of female dropouts.

Satir O. C. (2009) in his article, “*The Evolution of Songs for Primary School Students from the point of Language and Expression*”, outlines how songs for primary school pupils have been reviewed from the standpoint of language and expression, considering the students' conceptual – cognitive developmental levels, and have a semantic cosmos unique to the child's world.

Seth P. (1989) in his unpublished thesis entitled “*Effect of Parental Interaction and Education for Optimizing the Integrated Development of Pre-school Children*” the impacts of parents' educational qualifications and family income on the competency of children aged 3-4 and 4-5 years were investigated. It was discovered that both variables have an impact on children's competency. The study also looked at the impact of mothers' working status on their children's competence, and found that it had a negative impact. Furthermore, parental interaction, whether low or great, was discovered to be a significant component influencing child development.

Singh C.D. (2013) in his study “*National Policy on Education*” defined that the Education National Policy (1986) and revised policy document (1992) have endeavored to comprehend and combine the vision of education in both its idealistic and pragmatic aspects. It is thus an all-inclusive and prudent policy statement in respect of this dynamic subject that has emerged in independent India. It covers early education in all their aspects; the girl child and the physically challenged; technical, vocational, and professional education; management education, continuing education and open learning and all related aspects. The publication also contains a comprehensive analysis of the evolution of the document and also the important ideas on education provided by Mahatma Gandhi.

Mishra (2009) A study was conducted on “*Understanding of Right to Education Act, 2009 with Specific Reference to Orissa*”. The study showed that majority of head teachers were not very clear about their responsibilities as the head of institution, such as to admission after extended last date, admission without age proof, etc. and many schools are also lacking qualified teachers. It suggested that recruitment and training of the teachers and head teachers should be sped up and also that different provisions of right to education act should be made clear to them.

Gadam (2013) in his paper titled “*Teacher Awareness of the Responsibility Under Right to Free and Compulsory Education Act*” Yavatmal's Pusad Taluka Teachers with a higher educational qualification and more work experience are more aware of the responsibilities that come with the right to free and compulsory education, according to this study. Teachers with a lower educational qualification and less work experience are less aware of these responsibilities.

Literature Review on Challenges of RTE

Kumar L. (2019) in his article, “*Right to Education-Implementation Challenges*” has examined and emphasize that Implementation of Right to Education Act is a major challenge before the Indian education system and simultaneously for the Indian society & community. Therefore, the researcher recommended that there is a need for joint effort of stakeholders and all other responsible citizen of the country. The study concluded that in the implementation of RTE act government, teachers, schools, community, elected representatives and students have to work together.

Mishra P, and Sharma P. (2018), a study was conducted on titled, “*Analysis of Educational Schemes Impact on Dropouts Trends in India*”. In this study researcher has observed that the number of schools going children has falling down every year when compared to the children’s enrollment. The study also revealed that there are many reasons which affect the regular attendance of the students and even drop outs. After reviewing researches in the field researcher found out that government is facilitating many schemes to increase enrolment and to reduce drop outs. Further the researcher emphasizes to take more strong steps to motivate children’s toward primary education.

Ojha Seema. S (2013) in her article titled, “*Implementing Right to Education: Issues and challenges.*” has attempted to investigate and investigate the level of RTE implementation, awareness, and understanding among teachers, parents, and children in various rural Haryana schools. Although it has been two years since Haryana implemented the RTE Act, the study found that while there has been some development in terms of enrolment and basic facilities, the state has not made much progress in terms of ensuring quality education in terms of student learning. The same was true, according to the researcher, in terms of its awareness and understanding among its many stakeholders. The research closes with a demand for immediate government engagement to bolster the Act's operational aspects in the state.

Begi J. (2005) in his book, “*Education in Arunachal Pradesh Since 1947(Constraints, Opportunities, Imitative and Needs)*”, has discussed the education scenario of Arunachal Pradesh since from 1947 to 2005 in which he expresses the situations and the circumstances that has resulted in very low literacy of Arunachal Pradesh.

John P. (2020) in his study, “*Free and Compulsory Education Act 2009: Challenges Confronting in its Implementation in the Context of Manipur*” undertook an

in-depth examination of the potential hurdles to achieving the goal of Universal Elementary Education (UEE) by 2015, as outlined in the Millennium Development Goals (MDGs) and India's vision by 2020. In order to live a dignified life, education is required. As a result, the right to education has been incorporated in our constitution as a basic right. The essay also discusses the obstacles and various Government of India plans and national policies for UEE.

Chandwani V. S & Bhome S. M., (2013) in their article "*A Study of Impact of Commercialization of Education in India*", based on regarding the impact of commercial education in India. Teaching profession is such a noble job that built students into a very good human being as well as good citizen of the nation. But now- a- days people join teaching profession for sake of getting good payment. In India new era of management institutes is started. Many industrialists of India like Tata, Reliance etc. are promoting these management institutes. Moreover, some foreign commercial Universities are also entering in India. Finally, basic objective of this article is to find out the impact of commercialization on education in India. In this article Researcher has concluded that today's education is surrounded by commercialization in the hands of industries or politicians and there is no maintenance of quality. Therefore, it is very essential to change the basic system of education and should be made it quality oriented then only the purpose of the education will be served.

Kumar, Abhay, et al. (2019) in their article "*Right to Education Act: Universalisation or Entrenched Exclusion?*" emphasizes on the crucial role of education in maintaining education equity in the nation which further results in Sustainable Development of a country. Many national plans are taken into consideration that covers challenges which the country is facing while implementing RTE Act such as finance problems, lack of qualified teachers, child labour, lack of vigilance amongst parents etc. For maintaining sustainability some keys such as awareness, educational training etc are provided. In this article Researcher has provided a list of challenges which are hindrance for RTE Act along with some suggestions for maintaining sustainability in the society. Further it also covers in statistical manners of the data for educational planning.

Mamta Viswanath (2014) in her article "*Right to Education using Human Rights Based Approach: A Policy Perspective for India*". This article outlines Indian education policies and emphasises the critical need for a human rights approach. The Right to Education Act 2009, which went into effect on April 1, 2010, established the right to free

and compulsory education for children aged 6 to 14. In this article, she examines the current state of the right to education in India in order to uncover policy flaws and the elements that contribute to them. She has stressed that when the right to education is adequately implemented, it may be fully realised. As a result, government, media, and non-governmental organisations (NGOs) must raise public awareness.

Mohanti A. (2013) in his article “*Education for Sustainable Development: A Conceptual Model of Sustainable Education for India*”, emphasizes on right to equality with regard to education. This has been the basic idea behind creating inclusive education that ensures this RTE for all learners with no discrimination on grounds of race, caste, creed, gender etc. for building a fair society. The main concept regarding inclusive education is that there is no discrimination towards any children of same age group, purpose behind which being elimination of exclusion. Especially, weaker section of children with special educational needs and disabilities are the most marginalized in education system. Therefore UNESCO-2004 in the Salamanca Conference had recommended all countries of the world to develop inclusive schools. The paper covers up in detail the idea, merits and demerits, government plans, United Nation’s plans, regarding inclusive schools. In conclusive remarks it mentioned that the parents and community members must be aware of constitutional provision and government policies, and similarly the Government must also focus on such plans.

Rathnaiah E. V. (1977) in his book “*Structural Constraints in Tribal Education; A Regional Study*” In a region of Andhra Pradesh's Adilabad district, formal education, its spread among indigenous people, and the nature of institutional obstacles were highlighted. The Researcher describes the living conditions of numerous tribes, as well as their low literacy rates.

Virk A. and Cheema A. A. (2010), in their paper “*An Assessment of Right to Elementary Education for a Girl Child in India*”, Gender inequality in education was discovered to be one of the most fundamental aspects of educational discrepancy, a topic that the feminist movement tackled. As a result, the right of the girl child to education is becoming more widely recognised in international law. This essay examines how much these trends have been repeated in India. The Indian Constitution guarantees universal education to all children under the age of 14. The 86th Amendment to the Constitution of 2002, as well as the Right of Children to Free and Compulsory Education Act of 2009, have added to this. Various circumstances, such as the function of the court, appear to

ensure that the girl child's right to education in connection to primary school is not adequately met, according to the article.

Rao P. M., & Murthy C. G. (2010) in their study "*Right to Education: Investing for a Bright Future*", described the need for improving our standard and objectives. They enumerated the challenges before the RTE including shortage of trained teachers, enrolling 10 million out of school children, lack of infrastructure and financial resources. They have also criticized the act on the ground of uniform schooling system, harsh approach causing drop out, and lack of strategies to bring 25% quota for disadvantaged groups in the private schools. The publication also suggests for optimum utilization of resources.

Roy C. (2011) in his article "*A Study on the Dropout Problem of Primary Education in Uttar Dinajpur, West Bengal, India*", In Uttar Dinajpur, West Bengal, India, researchers looked into the elementary school dropout problem. According to the survey, Uttar Dinajpur has the lowest literacy rate in the state of West Bengal and the highest dropout rate in the state. This study also makes some recommendations for overcoming the problem.

Research Gap

From the review of the existing literatures on Right to Education related to awareness, implementation, role of stake holders and challenges of RTE, it is found that in-depth study on RTE in case of Arunachal Pradesh is very less in the literature. Hence, the literatures show that there is lack of extensive research work on RTE related to awareness, implementation, role of stake holders and challenges pertaining to the Arunachal Pradesh as a whole and Papum Pare district as particular. The RTE plays as most significant role in utilisation of untapped and unexplored human values and growth.

In fact, there is large number of literature available pertaining to Right to Education in India which has been widely researched and examined as seen above. But, in respect to Arunachal Pradesh, there is scarcity of available literature and documents' regarding the Right to Education and its impact. This research therefore is an attempt to fill up the gap in literature review.

Research Methodology

The research methodology of the present study has been comprehensively discussed in following section.

Methodology

Data was gathered from two major sources: primary and secondary sources, and it was streamlined to satisfy the study's information requirements. A field survey using questionnaires as the principal instrument provided the primary source of data. The goal of the study was to determine the level of RTE awareness among stakeholders and to assess the RTE Act's prospects and significant problems in the Papum Pare district. The researcher gathered detailed information from numerous stakeholders, including head teachers, teachers, parents, and students, about their perceptions of the RTE Act. Since the researcher had been interested in learning about stakeholder perceptions, a descriptive survey research approach was adopted. Information was acquired using a variety of strategies in this research design. Questionnaires and its modifications, such as opinionnaires, checklists, and so on, have been widely utilized. To supplement and authenticate the information acquired from the questionnaires, informal but systematic interviews were undertaken. Secondary data is structured information derived from field survey data, census data, and other sources. Secondary data was also used by the researcher to have a better knowledge of the study process and its application.

Population

The populations of the present study have been included all the stake holders' namely: - school head teachers, teachers, parents and students of the primary and upper primary schools of Papum Pare district of Arunachal Pradesh.

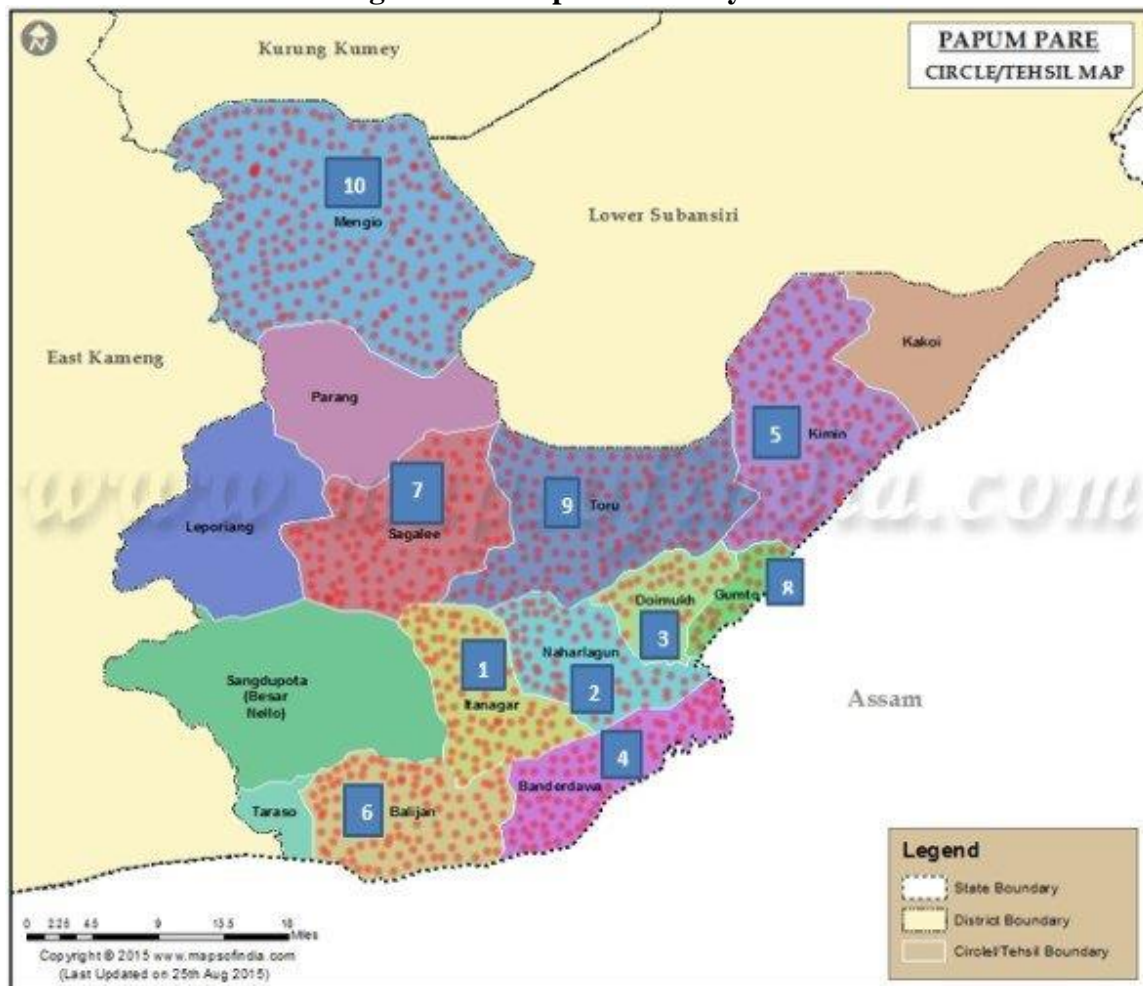
Sample of the Study

Various sampling techniques were applied to determine the sample of the present study. Multistage and stratified random sampling method has been followed for selection of sample. Out of 20 districts, Papum Pare district is selected where capital of Arunachal Pradesh, Itanagar is located. First Right to Education Act is being implemented in this area and it plays a role model for every policy implementation of state government to the other districts. It was most appropriate for conducting research in this region to know about the functioning of RTE Act. According to the Statistical Handbook of Papum Pare District 2014-2015 the district comprises of four administrative sub-divisions- 1. Sagalee

Sub- division, 2. Doimukh Sub-division, 3. Balijan Sub-division and 4. Kimin Sub-division with its headquarter at Yupia. Itanagar capital complex is being run independently with its headquarter at Itanagar.

There are 15 administrative circles and 5 blocks in the district. Out of the total 15 circle, 10 circles have been selected for the study. The included circles are Itanagar, Naharlagun, Doimukh, Banderdewa, Kimin, Balijan, Sagalee, Gumto, Toru, and Mengio. These circles are selected on the basis of information collected from the government of their level of implementation of RTE.

Figure 1. 1: Map of the Study Area



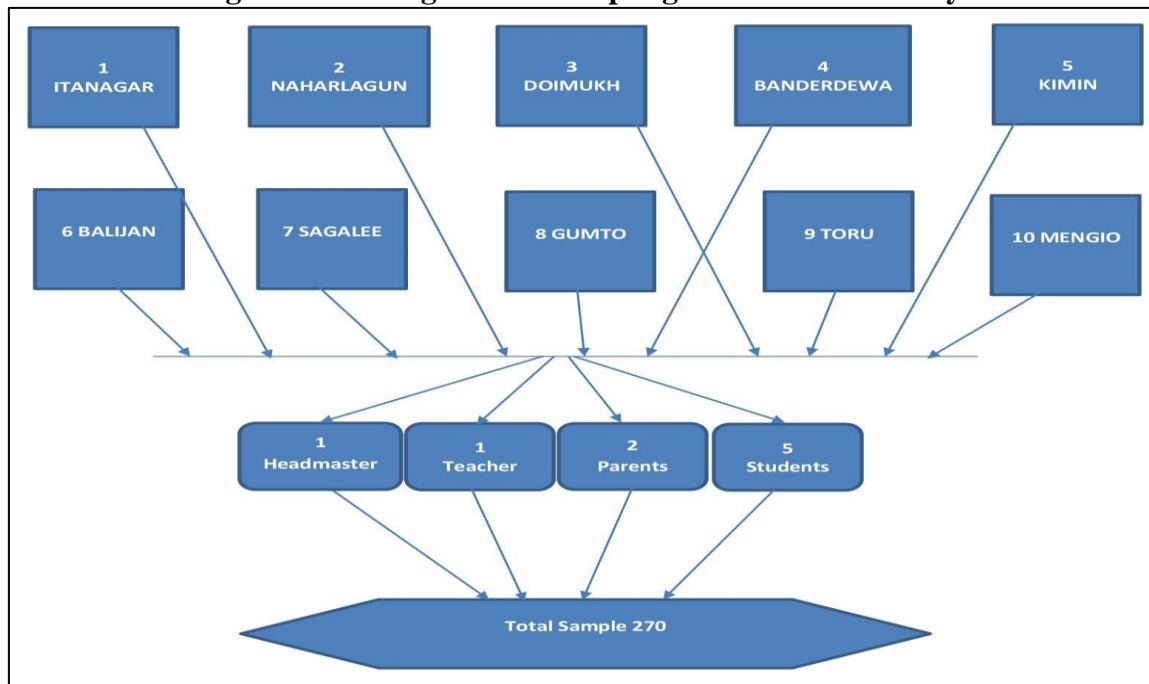
Source: Researcher Compiled from <https://www.mapsofindia.com/maps/arunachalpradesh/tehsil/papum-pare-tehsil-map.jpg>

According to the Statistical Handbook of Papum Pare district 2014-2015 there are total 311 government schools in Papum Pare district and researcher has considered 10% out of the 311 schools. By using random sampling method, the researcher has considered 30 schools as a sample for the study area. A total of 50 per cent schools (i.e. 15 schools)

each from rural and urban areas were selected through random sampling method from the selected circle for the purpose of the present study.

Further, structured interview schedule has been prepared by taking interview with two numbers of teacher’s representatives; one teacher and one head teacher from each selected school. Further, five numbers of students preferably from the higher classes and two numbers of parent’s (those who have been actively engaged in the parent teacher meetings curriculum) each from the schools. The total sample consists for the present study consists 270 which included all categories of respondents. Information gathered regarding the existing condition of education system and the status of RTE provision was collected and thoroughly analyzed. The detail of the sampling is as follows.

Figure 1. 2: Design of the Sampling of the Present Study



Source: Sample Structure Design by Researcher

Furthermore, these four groups of random sample size i.e., one number of Head teacher, one number of Teacher, five numbers of Students and two numbers of Parents have been equally divided into ten different strata namely – Itanagar, Naharlagun, Doimukh, Banderdewa, Kimin, Balijan, Sagalee, Gumto, Toru, and Mengio circles.

The division of random sample size in various strata has been depicted in the following Table 1.1.

Table 1. 1: Detail Sampling Structure of the Study Area

LOCALITY: URBAN					
Sl. No.	Name of the Schools	Head teacher	Teacher	Student	Parents
1	GMS, D Sector (Itanagar)	1	1	5	2
2	GPS, Daria Hill	1	1	5	2
3	GMS, Nyokum Lapang	1	1	5	2
4	GMS, D-Sector, Naharlagun	1	1	5	2
5	GMS, Model Village	1	1	5	2
6	GMS, G-Sector	1	1	5	2
7	GMS, Doimukh	1	1	5	2
8	GPS, Rono	1	1	5	2
9	GHSS, Doimukh	1	1	5	2
10	GMS, Karsingsa	1	1	5	2
11	GPS, Karsingsa	1	1	5	2
12	GPS, Niya Namchang	1	1	5	2
13	GMS, Sagalee	1	1	5	2
14	GHSS, Kimin	1	1	5	2
15	GPS, Kimin	1	1	5	2
LOCALITY: RURAL					
16	GMS, Gumto	1	1	5	2
17	GMS, Denka	1	1	5	2
18	GSS, Toru	1	1	5	2
19	GPS, Mowa	1	1	5	2
20	GPS, Kheel	1	1	5	2
21	GPS, Ngudangjoha	1	1	5	2
22	GMS, Apop	1	1	5	2
23	GSS, Mengio	1	1	5	2
24	GPS, Pan	1	1	5	2
25	GRMS, Pan	1	1	5	2
26	GPS, Bello II	1	1	5	2
27	GMS, Patilla	1	1	5	2
28	GPS, Chakma Block II	1	1	5	2
29	GPS, Upper Hollongi	1	1	5	2
30	GMS, Emchi	1	1	5	2
Total		30	30	150	60
Grand total		270			

Source: Researcher Compiled from Field Survey Data, 2019

Pilot Study

A pilot survey of 20 teachers, 20 parents, and 50 students was undertaken in five schools to gather crucial information on the actual field settings and to test the tools' and

its limitations. The design of the questionnaire or schedule for the current study has been modified based on the results of the pilot survey.

Tools Used for the Study

The researcher has constructed and used the following four questionnaires which are as follows-

1. Questionnaire for the School Head teachers with 60 items.
2. Questionnaire for the Teachers with 30 items.
3. Questionnaire for the Parents with 22 items, and
4. Questionnaire for the Students with 20 items

The questionnaires were based on closed ended and open-ended pattern. A brief explanation of the tools is given below:

Information Schedule for Head teachers

The guidelines of the Right to Education Act, 2009 were thoroughly examined and understood by the researcher in order to assess and understand the Right to Education Act in India. The remarks were presented appropriately, and the supervisor's opinion was sought before the items were evaluated. According to the guidelines of the Right to Education Act of 2009, the tool was divided into seven sections: Section A, Section B, Section C, Section D, Section E, Section F, and Section G.

The personal information of the respondents was covered in section A, which included the respondent's name, experience, and qualification. There were nine items in all. Six items were framed in section B to obtain information regarding the nature, level of school, and responder awareness of RTE (2009). Section C was made up of 19 different things. It seeks of information towards students regarding student's age, difficulties transfer case and rights of child etc. Section D has 9 items and is all about the role of School Managing Committees and their administrative policies, directions and suggestions. In section E, comprises of 8 items which have related with staff information, their problems and suggestions. Section F has related with infrastructures and facilities provided in the school. The last Section G is of four items which is related with the challenges of Right to Education Act, 2009.

There is an open-ended question at the end of each segment that attempts to ensure that RTE is implemented effectively. Expert recommendations were taken into consideration. After that, the tools were tweaked and discussed with the supervisor once

more. Because the items are of varying types and contain varying numbers of replies, scoring was done accordingly. Some items include two or three alternatives, while others are open-ended and need only a tick on the relevant statement from some responses. The responses were coded, and the data was examined accordingly.

Information Schedule for Teachers

The teacher information schedule contains nearly identical things to the principal or head teacher information schedule, with the exception of a few items. The same steps were employed in the creation of this information schedule as they were used in the creation of the information schedule for head teachers. In the same way, validity and score were established.

Information Schedule for Parents

In information schedule for parents has been categorized into 3 sections. Section A have similar as that of information schedule for head teacher and teachers. Section B, pertaining to the facilities provided to the children from school side, which has 9 items on it. Lastly Section C has of 10 items which includes awareness level of parents towards RTE Act and its implementation on the respective schools. Validity and scoring are same as of information schedule of head teacher and information schedule of teacher.

Information Schedule for Students

Higher-class pupils were chosen for a more convenient information schedule for students. The student information schedule contains nearly identical things as the parent information schedule, with the exception of a few items that have been reduced. The validity and score are the same as the parents' information schedule.

Observation Schedule for Researcher

The researcher has formulated an observation schedule that consisted of only two categories: information about the school and information about the infrastructure, in order to observe the school's operation in line with the requirements of the Right to Education Act, 2009.

The first category contains four items: the school's name, address, district, and location. The second category has 12 items that contain information about the school's infrastructure. The final item is open-ended in terms of the observer's personal comments on the reasons for RTE's non-implementation.

After examining the infrastructure, pupil-teacher ratio, enrollment, and other aspects of the schools, the researcher filled out the observation schedule. Informal

interactions with various school personnel were also conducted as needed and based on the researcher's observations; particular topics of consideration were noted by the researcher.

The Procedure

The procedure for the present study data collection was through personal visit by the researcher. The researcher visited 30 different government schools of Papum Pare district and data has been collected from the 270 samples.

The researcher completed the data gathering process in about eight months (October 2017 - June 2018), with the cooperation of the school officials.

The respondents i.e. head teachers, teachers, students, and parents has been administered the different tools separately at different times. The researcher had maintained good rapport with the respondents and they were assured that the information collected is meant for research purpose only and their identity will be strictly in confidential.

Hypothesis

The study has the following hypothesis:

1. The implementation of the RTE Act has not significantly increased enrollment and literacy rate in Papum Pare district of Arunachal Pradesh.
2. Awareness level relating to education has not significantly increased after the implementation of RTE Act.

Rationale of the Study

The right to education strives to provide free and compulsory education in India. The RTE Act is a ground-breaking act that intends to provide free and compulsory education to children aged 6 to 14 years old, regardless of caste, religion, or gender. To some extent, it has been successful in obtaining increased levels of finance, access, infrastructure, and enrolment. Low classroom attendance, high dropout rates, and equitable and quality basic education for all, particularly in Arunachal Pradesh's Papum Pare district, remain important challenges.

The goal of this study is to determine the level of RTE implementation in government schools in the Papum Pare district of Arunachal Pradesh, as well as to assess teacher, parent, and child awareness and understanding of RTE rules. The current study's findings are based on the researcher's field experience in the school and observations/interactions with students, teachers, and parents. The perspectives of

parents, teachers, and students on various elements of the RTE Act assisted in the examination and comprehension of RTE's many components.

Organization of Chapters

The proposed study has been organized into following six chapters:

Chapter –I: Introduction

Chapter I deals with Introduction, statement of problem, objectives of the study, area of the study, Review of literature, Research methodology, Hypothesis and organization of the chapter.

Chapter -II: Universal Elementary Education in India: Policies & Programme

Chapter II has described background and implementation of Universal Elementary Education policies and programme in India. The chapter also discusses about various provision of RTE.

Chapter – III: RTE in Arunachal Pradesh

In Chapter III the study of RTE in Arunachal Pradesh has been discussed and presented comprehensively.

Chapter – IV: Emergence of Education with Special Reference to RTE in Papum Pare District

In Chapter IV, Right to Education Act in Papum Pare district and sample of the present study has been discussed comprehensively.

Chapter- V: Perception of Different Stakeholders Regarding RTE Implementation in Study Area

In Chapter V detail analysis of the field data collection and interpretation analysis has been presented systematically.

Chapter-VI: Summary, Findings and Conclusion

In this chapter all the summary of minor and major findings, implication and suggestions has been described comprehensively.

Limitations of the Study

During the study the researcher encountered some challenges. Researcher encountered that during the study many of the head teachers and teachers were unaware about the provisions of RTE Act of 2009 though they have heard about it. So researcher was compelled to interpret and explain the provisions in simple and understandable languages. Moreover, some of the stake holders were reluctant to answer some questions which were related to their personal matters like drop out, absentee and schemes etc.

While interviewing with the parent's researcher encountered that most of them are illiterate and unaware for which researcher had to engage students to interpret the questionnaire for answering.

It was also observed that the many of the students were unable to read and write even in higher classes like class seven and eight students for which researcher had to give explanation in detail.

The researcher also observed that few of the respondents like head teacher, teacher, parents and students do not responded honestly. It can be seen in the differences in their responses. Further the researcher also faced the problem of getting accurate report related on financial matters of school management. Despite these limitations the researcher has tried to bring out best result from this study.

This chapter began with a discussion about the Right of Children to Free and Compulsory Education Act, 2009, popularly known as the Right to Education (RTE) Act-2009 in the context of India in general and Papum Pare district of Arunachal Pradesh in particular. Now with the RTE Act coming into effect, there is a belief that the goal will finally be realized and quality school education for all children will be provided. The chapter also reviewed relevant literature pertaining to the RTE and highlighted the necessary for further study. The next chapter deals with the emergence of RTE in Indian education policy.

CHAPTER – II

UNIVERSAL ELEMENTARY

EDUCATION IN INDIA:

POLICIES & PROGRAMME

CHAPTER - II

UNIVERSAL ELEMENTARY EDUCATION IN INDIA: POLICIES & PROGRAMME

In the chapter-I researcher has discussed introduction of RTE in India as well as reviewed the existing literature related to RTE and various other factors. This chapter discusses the detailed background and emergence of Universal Elementary Education (UEE) system in India and also education system that had practiced during ancient, medieval, and modern period in India. It is divided into two sections. The first section deals with pre-independence education policy and system in India. The second section deals with post-independence education system in India. It also deals with education provision in the Indian Constitution and background of Right to Education (RTE) in global scenario in general and Indian context in particular.

Background

Education is a platform on which future generations of young people are prepared for employment and nation-building. Since ancient times, education has served as a means of imparting knowledge and skills that enable a person to find work. The way education is offered in society has an impact on the society's growth. Most educationalists agree that education is the bedrock upon which the nation's whole fabric is built¹. Because of its evolution from ancient to modern education, the Indian education system has become quite popular in other countries. The monopolization of the entire education and intelligence of the land, according to Swami Vivekananda, was the fundamental cause of India's collapse². Swami Vivekananda thought that education is the outward manifestation of a person's inherent excellence. Education brings the current and expression of will under control and makes them fruitful. S.Radha Krishnan believed that no ritual could be useful to all people at all times due to changes in Indian society. We need to make sensible adjustments³. In India, according to Dr. F.W. Thomas, education is

¹Mohanty J., *Indian Education in the Emerging society*, Deep and Deep Publications, New Delhi, 1982, p.162.

²Vivekananda S., *My India: The India Eternal*, The Ramakrishna Mission Institute of Culture, 5th Reprint ed. Calcutta, 1997.

³Bhaskar Ghosh, 'Education and its priority in Development Policy', *Indian Journal of Public administration*, Vol.40. No.3., pp.327-331, 2005, SAGE Publishing, Stable [URL: https://journals.sagepub.com/doi/pdf/10.1177/0019556120050303](https://journals.sagepub.com/doi/pdf/10.1177/0019556120050303), (11/09/2021 10.25).

not a foreign concept. There is no other country where the passion of study began so early or has had such a long-lasting and significant influence as India.⁴

During the Vedic period, education was viewed as a process that assisted people in achieving self-fulfillment through the pursuit of a value-based life informed by spirituality, tolerance, justice, and brotherhood, which led to the preservation of knowledge and culture and ultimately to self-enlightenment. Sanskrit was the medium of learning and it was conducted in Ashrams, Gurukuls and Temples. But due to prevailing of caste hierarchy system, lower caste and women were practically denied of education⁵. Even the Great Indian social philosophers like Kautilya and Manu were against the education to women and lower caste communities⁶.

In terms of content, mediaeval education was heavily influenced by the Islamic religion. While Arabic and Persian were used as the medium of instruction in Mosques, Maktabs, and Madrasas, the Hindu system of education was maintained in Pathshalas, 'Mathas,' and Temples. Education, on the other hand, had a very limited reach. The vast majority of the population was still illiterate.

During the eighteenth century, the nation had a sparse network of schools where the medium of teaching was Hindi, Sanskrit, Persian, Arabic, Urdu, or a South Indian language like Tamil, Telugu, or Malayalam. The responsibility to propagate education in India was established for the first time in Section 43 of the 1813 Charter Act. After the East India Company was entrusted with the task of spreading education throughout India, various provincial governments implemented obligatory elementary education laws in their respective provinces following the end of World War I. Bombay Municipal Committees Primary Education Act-1918, U.P. Primary Education Act, Bengal Primary Education Act-1919, and Punjab Primary Education Act-1919, to name a few, were all passed during this time⁷. As a result, the history of education in the pre-independence and

⁴Thomas F. W., *History and Prospects of British Education in India: Being the 'Le Bas' Prize Essay for 1890*, Cambridge University Press, London, 1891, p.1.

⁵Dhar T.N., 'Education in India- A Brief Historical Recapitulation: Where Do we go From Here?', *Indian Journal of Public Administration*, Vol.56. No.3., p.598-615, 2010, SAGE Publishing, *Stable URL: <https://journals.sagepub.com/doi/pdf/10.1177/0019556120100317>*, (21/12/2019 9:30).

⁶Venkataiah C., 'Right to Education: Need for an inclusive Approach', *Indian Journal of Public Administration*, Vol.53. No.3., pp.575-583, 2010, SAGE Publishing, *Stable URL: <https://journals.sagepub.com/doi/pdf/10.1177/0019556120100314>*, (01/09/2021 10.25).

⁷Bolashelty S. S. and Girija L. L., 'Fundamental Human Right to Free and Compulsory Elementary Education in India: Origin, Progress and Present Status', *Educational Planning and Administration*, Vol. 18. No.1., pp.49-56, 2003, Serials Publications, *Stable URL: [JEPATitle \(niepa.ac.in\)](https://www.niepa.ac.in)*, (16/11/2021 9:30).

post-independence periods is explored until the implementation of the Free and Compulsory Education Act of 2009, which went into effect on April 1, 2010.

Ancient Education System in India

Teaching was considered very noble profession and holy work during the ancient time. The teachers were given the utmost level of respect. There emerged two types of education systems: Vedic education and Buddhist education. Sanskrit was the Vedic education system's medium of language, whereas Pali was the Buddhist education system's medium of language. The Vedas, Brahmanas, Upanishads, and Dharma sutras were used to educate people. Since the time of the Rigveda, the goal of ancient education has been to enhance pupils' exterior and inner bodies. Students were taught traditional ideals such as humility, truthfulness, discipline, self-reliance, and respect for all things. The main centres where education was provided were Ashrams, Gurukuls, Temples, and private homes. Even temple pujaris used to teach pupils. Ancient Indian education systems featured some distinct characteristics and characteristics that could not be found in any other ancient country. The majority of the time, instruction was given in the forest, beneath the blue sky, where the pupils' minds were fresh and lively. Ancient people lived humble lives and worked with determination and devotion⁸.

The ancient educational system's primary goal was to offer students with high-quality education. The emphasis of education was primarily on cultural enrichment, character development, personality development, and the nurturing of noble values. It emphasized the need of students developing their mental, physical, and intellectual selves in order to survive in any situation. The administration and the rulers never interfere or involved in the education system, therefore, education was completely free to run according to the teacher.

Salient Features of the Education in Ancient India

The ancient educational system's primary goal was to offer students with high-quality education. The emphasis of education was primarily on cultural enrichment, character development, personality development, and the nurturing of noble values. It emphasized the need of students developing their mental, physical, and intellectual selves in order to survive in any situation.

⁸Ghonge M. M., Bag R. & Singh A., *Indian Education: Ancient, Medieval and Modern*, eds. Waller S., Waller L., et al., Education at the Intersection of Globalization and Technology, IntechOpen, London, 2020, pp.1-14.

Features of the Education in Ancient India

There was a solid bond between pupils and teachers in the ancient period. Each student was assigned to a single teacher, with a strong emphasis on the teacher-student interaction. Students learn from and are instructed by their teachers. The state government and the people did not interfere in academic disciplines such as curriculum formulation, fee regulation, or teaching hour duration. During that time, rulers and royal families used to donate their resources to increase the quality of education. The syllabus was created to meet the demands of the time and duration. Students used to live with their gurus until they completed from high school. Education to the women was also emphasis in ancient Vedic period and focus was on physical and mental development of the students. Memory played a crucial role since there was no books available and students use to stay about 10-12 years with gurus in forest as schools were located in the forest far from cities and peoples to give silent environment of study.

During Vedic period curriculum in education system was not static but dynamic one. It was based on the study of Vedas and Vedic literatures. The curriculum was created with the goal of physically and psychologically strengthening students. The curriculum included of Four Vedas such as Rigveda, Yajurveda Samaveda, and Atharvaveda. It also consisted of six Vedangas such as Shiksha, Chhanda, Vyakarana, Nirukta, Jyotisha, and Kalpa. The curriculum also included Upanishads, Darshana's, Puranas, and Tarka Shastra. Darshana's consisted of Nyaya, Vaisheshika, Yoga, Vedanta, Sankhya, and Mimamsa. A good priority was also given towards Grammar, Geometry and Algebra. Panini was the most popular Grammar teacher during that time. In Buddhist system of education, curriculum consisted of three Pitakas, namely Abhidhamma pitaka, Sutta Pitaka and Vinaya Pitaka. Importance of Vedas and Medicines were also emphasized. At that period, both Hindu and Buddhist studies went hand in hand. The ancient educational system also emphasized themes such as warfare, military, politics, and religion

Methods of Instruction in Ancient India

There was pupil centric education during ancient period. Teachers in ancient times used to pay close attention to their students and teach them according to their skills and knowledge. Basically, orals and debates were used to teach, and the varied methods were used. As books were not available in those days' students were compelled to memorize everything taught by the teacher and teacher also helped students in memorizing.

Students used to memorize the mantras (Vedic Hymns) and Richayas (Versus of Rigveda)⁹. Story telling methods were used by teachers for teaching students. Contemplation, Listening and concentrated contemplation were new methods for the explored learning. Like modern times there was no system of classroom teaching. Education was mainly focused on practical knowledge of the topics at that time. Besides question answer, Seminars and debates were frequently conducted through which students received plenty of knowledge.

Educational Institutions in Ancient India

Gurukula was the primary learning centre where students come after finishing their initiation ceremony to learn until they accomplished their studies. Students learned through debates and discussions in the higher places of learning known as Parishads or Academies. Conferences or Goshti were places where the kings of state invite scholars to exchange their views. Saints and Sages used to teach in Ashramas or hermitages where students come to learn. In Sringeri, Kanchi, Dwarka, and Puri, for example, Acharya and Sri Shankara established Vidyapeeths where spiritual learning took place. Agraharas, or Brahmin institutions in communities, were where education took place. Buddhists established Viharas, where students were taught Buddhist and philosophical subjects.

Some of the popular higher educational institutions in ancient India are as follows:

1. Nalanda: Nalanda was a centre for learning various subjects, and academicians from all over the world travelled here to learn. Vedas, fine arts, medicine, mathematics, and astronomy were among the subjects taught here. Yogashastra was teacher of the Xuan Zang, a Chinese scholar. Nalanda is currently located in Rajgir, Bihar.
2. Taxila: In ancient India, Taxila was a well-known Buddhist learning centre. It was a popular higher education learning centre that included courses such as ancient scriptures, law, medicine, sociology, astronomy, and military science, among others. Panini was a brilliant grammar teacher at this institution. Chanakya, a statecraft expert, was also a student at this university. Taxila is now located in northwestern Pakistan, and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) designated it as a world historic site in 1980.

⁹ Raja C. K., “*History of Ancient India*”, Orient publication, Delhi, 1950.

3. Mithila: Mithila was popular center for Brahmanical system of education during the Upanishadic age. Religious conferences were held during the time of Raja Janak and learned scholars, Rishis and pandits used to took part in religious discussion.
4. Kancheepuram: During 1st century A.D it was center of learning for Hinduism, Jainism and Buddhism. It got popularity under the rule of Pallavas.
5. Vikramshila : It was primarily a Buddhist learning center established by Pala dynasty. The king use to invite scholars to spread Budhist teachings across and outside India. The other subjects like astronomy, Vedas, law, grammar and Tantric teachings and philosophy were also taught here. Present day it is located in Bhagalpur district of Bihar.

In precis term education during ancient India has emphasizes on all-round development of students. Practical knowledge was more focused rather than theoretical knowledge. As schools were in forest there was a pleasant study environment. Students were free of pressure from studies so they learnt more effectively. Curriculum activities were not interfered by government and kings rather they helped in development of education. Yet it was observed that the Gurukuls were not open to women. The caste system figured prominently, only Kshatriyas and Brahmanas were permitted in Gurukuls.

Education System in Medieval India

A large number of Mohammadians were invaded in India during the medieval period, and Muslim leaders eventually created a permanent empire in India. They introduced a new educational system that radically altered the previous one i.e. ancient education system. New cultures and traditions in India were bought by Arabs and Turks which remarkably changed the pattern of Buddhist and Brahmanic education system into Islamic and Mughal Pattern of education system in India. The goal of the education was to extend Islam's knowledge and propagation. The main goal was to propagate Islamic education and its ideas, as well as to religiously educate people.

Features of the Education in Medieval India

The rulers assisted in the establishment and funding of educational institutions, and even landlords contributed to the development of institutes. There were three different types of institutions: Maktabs, Khanqahs or school attached to the Mosques, and Madrasas.

Maktabas and Khanqahs were elementary institutions that taught reading and writing of Arabic and Persian while Madrasas were higher learning institutions mainly located in towns. There was no control over the school management by the rulers and the landlords. There was cordial relationship between teachers and students although the students did not live with the teachers. As there were no books available both the teachers and students use to write on taktis. During this period alphabets and words started to develop. In those days, calligraphy and grammar were the most significant subjects for students to learn. Students also learned “paharas” (multiple of numbers), and learn by heart. Arabic and the Persian were main languages of the communication while recitation of the Quran was made compulsory. During medieval period two types of education persisted religious and secular education. Arabic literature, grammar, history, mathematics, geography, politics, economics, Greek language, and agriculture were all part of the secular curriculum. Religious education consisted of studying Quran, Mohammad and his invasions, Islamic history and Islamic laws.

Methods of Instruction in Medieval India

The methods of learning adopted during this period were Oral learning, discussions and recitations of the lessons that were taught. Practical education was given more emphasis. Great Akbar encouraged the reading and writing to reform the scripts. Students were not assessed on a half-yearly or annual basis, but rather on the basis of their performance in real-life situations.

Educational Institutions in Medieval India

There were popularly two educational institutions during the Medieval period India. They are: Maktab and Madrasa. Primary education for the children were given in the Maktabas. Here students were taught on basic learning's such as reading, writing, arithmetic and including religious education. Students were sent to Madrasas after completing primary educations in Maktabas. Madrasas were centre of higher learning which includes subjects like medicine, geography, history, economics, political science, astrology, philosophy and mathematics.

Some of the popular educational centers and institutions in medieval India. There were many popular educational centres during the Medieval India. They are: Delhi, Agra, Jaunpur. Ajmer and Bider.

1. Delhi: Many large astronomy study centre, geography study centre, and Madrasas were founded in Delhi by Allauddin Khilji, Nasiruddin, and Humayun,

where disciplines including Arabic, Persian, Grammar, Philosophy, and Astronomy were taught.

2. Agra: - Sikander Lodi established a number of Madrasas and Maktabas in Agra, which drew students from all over the world to study. During Akbar's reign, Agra became a centre for culture, fine arts, and crafts.
3. Jaunpur: Many educational institutions were set up in Jaunpur where Political science, warfare, history and philosophy were taught.
4. Ajmer: Several madrasas were established by Muhamad Ghori followed by a chain of madrasas at different level places by successive rulers.
5. Bidar: Mohammad Gawan had established many big Maktabas and a big Madrasa over here. Many learned maulvis were appointed who helped a lot in spreading education.

In precise it can be seen that the education during medieval India students and teachers had a cordial relationship and practical education were given more important than theoretical. The development of education was also supported by the rulers. There was also extreme emphasis given to the religious and Islamic education.

Education System in Modern India

Modern Indian education system is marked by the arrival of Christian missionaries to spread Christianity followed by set up of East India Company in 1600. In the initial period, the British East India Company was not in favour with development of education system in India as their main motive was trading and profit making. In order to rule the Indian people, they planned to educate only the certain section of the upper- and middle-class Indians who would be used as interpreters between the government and the masses. This resulted in journey of modern education in India which are as follows

- **Charter Act of 1813** - The Charter Act of 1813, which mandated the East India Company to bear responsibility for the education of Indian people, marked the beginning of the modern education system. The Act authorized a fund of Rs 1 lakh for the purpose, as well as officially allowing Christian missionaries to impart education throughout India¹⁰.
- **Macaulay Minute of 1835** - Lord William Bentinck commissioned William Adam to conduct an educational survey in Bengal and Bihar in 1835. After three years of

¹⁰Kochhar S. K., *Pivotal issues in Indian Education*, Sterling Publishers Pvt. Ltd, New Delhi, 1995.

research, Adam concluded that there was only one primary school for every 32 boys. The cultured district had 16 percent, while the backward districts had 2.5 percent in the province of Bengal.¹¹ It was clear cut that the elementary education was quite common but only for boys and not for girls. The survey also revealed that there were two kind of educational institutions. The instruction imparted in these two types of elementary institution was confined merely to three R's (reading, writing and arithmetic), and was designed to be of some practical use for the child in his future life¹². Another institution existed side by side with elementary schools were schools of higher learning that imparted more advanced and theoretical knowledge, which meant for religious scriptures and philosophy¹³. In 1835, it was also decided that literature and western science would be imparted to Indians in English by Lord William Bentinck's government. Thomas Babington Macaulay was appointed as the Chairman of the General Committee of Public Instruction by William Bentick. According to minutes of Macaulay¹⁴:

- Traditional Indian education should be replaced by English education because oriental education was substandard and unethical.
- Macaulay believed that just a few upper- and middle-class individuals should be educated.
- The infiltration theory states that education will flow down to the masses over the time.
- Macaulay's goal was to establish an Indian class that was Indian in appearance and blood but English in taste and affinity.

Lord Macaulay's Minute of 1835 shaped the Education System of India on British lines where he urged Government to undertake formal western education system in English medium.

- **Wood Despatch of 1854** - The Christian missionaries hailed Wood's Despatch of 1854 as a licence for expanding education in India. It was also known as the "Indian Magna Carta of English Education.". It had rejected the 'downward

¹¹Datta K. K. and V.A. Narain, *A Comprehensive History of India*, People Publishing House, New Delhi 1985, pp. 587-588.

¹²Dikshit S. S., *Nationalism and Indian Education*, Sterling Publishers, New Delhi, 1966.

¹³Chatterji R., *Impact of Raja Rammohun Roy on Education in India*, South Asia Books, Delhi, 1983.

¹⁴Singh V. N., *Education in India: from Earlier times to today*, Vista International Publishing House, New Delhi, 2005.

infiltration theory'. It recommended English for the higher studies and vernacular languages at school level. It also recommended of secular education and encouraged private enterprises¹⁵.

Wood's Despatch laid down the foundation of future Indian education system as it covers primary, secondary and university level of education. Moreover, it recognized the native language for elementary education. Wood's Despatch is also considered as the 'Magna carta' of Indian Education.

- **Hunter Commission of 1882-1883** - The Hunter Commission of 1882-1883 realized the importance of elementary education and financial responsibility of state and declared that "the relation of the state to secondary is different from its relation to primary education, in that, the means of primary education may be provided with regard to local co-operation, while it is ordinarily expedient to provide the means of secondary education only when adequate local co-operation is forthcoming"¹⁶. It also advocated for transfer of control to local bodies (district and municipal boards). Hunter Commission is also known as Indian Education Commission.
- **Gokhale's Resolution on Indian Education (1910-1913)** - Mr. Gopal Krishna Gokhale, a member of the Imperial Legislative Council (1910-1913), submitted a resolution in the council in 1910 requesting the government to make primary education free and compulsory for children aged 6 to 10 years throughout the country. The provisions of Bill were as follows.¹⁷
 1. Compulsory education to be introduced in the areas of those local bodies where a certain percentage of the children are attending schools.
 2. Local bodies must have the consent of the government prior to the introducing compulsory primary education.
 3. Local bodies will have the Authority to endorse compulsory elementary education across the board or in certain locations.
 4. Local bodies can levy the cess to meet the cost of education.

¹⁵Smith G., *Annals of Indian administration in the year 1866-67*, Marshall D'Cruz Publication, Serampore, 1868.

¹⁶Griffin H. M., *Thomas Babington Macaulay and the Anglicist-Orientalist Controversy in Indian Education, 1833-1837*, University of Pennsylvania. 1972.

¹⁷Mehta P. L. & Poonga R., *Free and Compulsory Education: Genesis and Execution of the Constitutional Philosophy*, Deep & Deep Publications, Delhi, 1997.

5. Guardians of boys of age 6-10 years need to send their ward to recognized primary schools. In case of noncompliance, they should be punished.
6. In due course of time, primary education should be made compulsory for girls also.
7. Fees should not be charged to guardians with a monthly income of less than ₹ 10.

Gokhale's objective was unsuccessful because the bill was defeated in the assembly. but it highlighted the problem of compulsory education in India which paved the way for enactment of RTE Act, 2009 in India¹⁸.

- **Patel Act of 1918** - Vithalbhai Patel submitted a bill in the Bombay legislative council to make elementary education obligatory, and it was enacted, accelerating the development of primary education. In 1921 the various provinces also passed compulsory primary Education Act. ¹⁹

Following were the Compulsory primary Education Acts in Provinces those were enacted:

1. Orissa: Primary Education Act of 1919 both for rural and urban areas was passed in the province in order to make primary education compulsory. Children within 6 and 10 years of age were to be educated under the orders of local bodies.
2. United Provinces: Compulsory education act was passed in 1919, which included both boys and girls within its jurisdiction. But this act was not applicable for rural area. It was meant only for municipal limits.
3. Punjab: Compulsory education act was passed, but it was meant only for boys of rural or urban areas.
4. Bengal: Compulsory Education Act was passed in 1919 only for boys of the municipal areas. In 1992 girls were also included.
5. Madras: In 1920 the compulsory education Act was passed both for the boys and girls. This act helped the development of primary education.
6. Central Province: In 1920 the Compulsory Education Act was passed for whole provinces. Both the boys and girls were included with in this Act.

¹⁸Bolashelty S. S. & Girija L. L., 'Fundamental Human Right to Free and Compulsory Elementary Education in India: Origin, Progress and present Status', Educational Planning and Administration, Indian Bar Review, Vol. XVIII. No.1, pp.57-82, 2004, Stable [URL:JEPA Title \(niepa.ac.in\)](https://www.niepa.ac.in/URL:JEPA%20Title%20(niepa.ac.in),%20(15/10/2020%2014:30).), (15/10/2020 14:30).

¹⁹Sharma Y. K., *History and Problems of Education*, Kanishka Publishers, New Delhi, 2001.

Patel act of 1918 was broadly based on Gokhale's bill while Patel confined only to municipal areas whereas Gokhale wanted compulsory primary education to be extended in both urban and rural areas.

- Report of Sir Philip Hartog Committee, 1929 - Sir Philip Hartog Committee was appointed to review the progress of education²⁰. The Committee reviewed the various factors and issued a report with the following recommendations:
 1. Elementary education should be made mandatory.
 2. There should be qualitative development.
 3. There should be inspection and control by government.
 4. Trained teachers should be appointed, refresher courses for them should be arranged, and attractive salary should be given and inspection staff should be appointed.
 5. School programmes should be developed in light of the school's atmosphere and situations.
 6. Primary schools should seek to improve the lives of people in rural areas.
 7. Waste and stagnation should be avoided at all costs.
 8. Primary school curricula should be made more liberal and scientific.
 9. School of insufficient students should be closed.
 10. To improve the quality of primary education, efforts should be done.

In precise it can be said that Sir Philip Hartog committee was in favour of mass education than the secondary and university education.

- **Wardha Scheme of Basic Education, 1937** - The Wardha Scheme of Basic Education's principal goal was 'learning via activities.' Under the chairmanship of Dr. Zakir Hussain, a committee worked out the details of the strategy to be implemented in the provinces. The Zakir Hussain Committee (1937) advocated a primary school curriculum that featured activity-based learning at the elementary level and a focus on educational innovations. While Gandhiji was discussing a national compulsory education programme for all children aged 6 to 13 years. The scheme was implemented in six provinces that had provincial autonomy at that

²⁰Bhargava M. L., *History of modern India*, Reliance Publishing House, Delhi, 1987.

time. The report of committee was published in march 1938 and came to be known as Wardha Scheme of education²¹.

- **Sergeant Report of 1944** - In 1944, the Central Advisory Board of Education issued suggestions on postwar educational reconstruction²². Sir John Sergeant, the Indian government's educational advisor at the time, was assigned with the duty. The Sergeant Report consists of twelve chapters and following conclusions were made by this report:

1. All girls and boys between the ages of 6 and 14 should have access to free and compulsory education. Junior basic and senior basic education should be separated into two categories. Junior children range in age from 6 to 10 years old, while seniors range from 11 to 14 years old.
2. Children from 3 to 6 years old should be able to attend pre-primary basic schools. Good etiquette and social understanding should be taught at these schools.
3. High schools should be established for intelligent youngsters aged 11 to 17 years old, with a six-year curriculum separated into two parts: literary high school and vocational high school. According to the Sergeant report, English should be taught as a second language to all students, and half of them should get free education. Bright students should receive scholarships, and home science should be taught to girls instead of general science.
4. The report proposed eliminating intermediate classes and recommending that an eleventh-grade class be added to high school and a twelfth-grade course be added to the degree programme.
5. The report recommended that part-time and full-time schools be established to teach professional and technical courses, with the goal of producing four sorts of workers: high-class, low-class, skilled artisans, and ordinary craftsmen.

In precise Sargent report of 1944 was the first Commission that emphasized to introduce free and compulsory education for boys and girls in between 6 to 11 years of age. But before it finalized India achieved Independence in 15th August 1947.

²¹Garg V. P., *Development Perspective of Indian Education*, Metropolitan, Delhi, 1990.

²²*Post War Education Development in India - Report by the Central Advisory Board Education, January 1944*

The Progress of Primary Education before Independence

Table 2.1 indicates the pace of primary education development and growth during the British period India. It presents the development of primary education scenario from 1881 to 1946.

Table 2. 1: Development of Primary Education:1881-82 to 1946

Reference year	Number of Primary Schools	Enrolment	Expenditure	Percent to the total expenditure on Education
1881-82	86,269	21.6 lakhs	73.3 lakhs	41.0
1901-02	97,854	32.0 lakhs	119 lakhs	29.6
1921-22	1,60,070	63.0 lakhs	509 lakhs	27.7
1946-47	1,72,661	130.0 lakhs	1848 lakhs	31.2

Source: Atmanand Misra: The Financing of Indian Education, Asia publishing house, 1967, p.193.

The table shows that in the year 1881-1882 the number of primary schools were 86,269, the enrolment number was 21.6 lakhs. The expenditure occur was 73.3 lakhs and total percent of expenditure on education was 41.0 percent. In the year 1901-02 numbers of Primary Schools were 97,854 in which enrolment was 32 lakhs.

The total expenditure was 119 lakhs and total percent was 29.6 per cent. In the year 1921-22 the total number of Primary schools were 1,60,070. The enrolment number was 63 lakhs and the expenditure were 509 lakhs and total percent was 27.7 per cent. Table also depicts that in the year 1946-47 the number of Primary Schools were 1,72,661 and the total enrolment was 130 lakhs. The total expenditure occur was 1848 lakhs which was 31.2 percent. It shows the rapid progress made in Primary education in India during colonial times

Policy of Elementary Education in the Post-Independence

During the pre-independence period, compulsory primary education progressed slowly but steadily. The Indian people have long wanted the right to free and compulsory education. As a result of Article 26 of the Universal Declaration of Human Rights (UDHR), India's Constitution, through Articles 41, 45, and 46 of the Directive Principles of State Policy, provides for the right to education in Part IV of the Constitution (DPSP). The Directive Principle of State Policy directs the state to act in a timely manner, but it does not compel citizens to exercise their rights. Within ten years of the constitution's

inception, this article orders the provision of the right to education, within the limits of the country's economic capacity and progress. The subject of the education was placed in the state list under Seventh Schedule of the constitution by which it became the State Subject and State accountable for it. Education was placed on the Concurrent List in 1976, as part of the 42nd Constitution Amendment Act, by transferring item 11 of the State list to item 25 of the Concurrent list, allowing both the Centre and the States to act on it. As a result, there was to give effect to Article 45 of the Constitution prior to 2009, and only a few states and Union Territories passed laws making elementary education compulsory on paper²³.

The Governmental machinery has committed to the Universalization of Education by constitutional commands. The education sector has grown dramatically since then, thanks to the efforts of the Planning Commission and the Ministry of Education at the national level. There were 2,09,671 basic schools and 27 universities in 1950-1951. The percentage of trained primary teachers was projected to rise from 59 percent in 1950-1951 to 64 percent by the end of the First Five-Year Plan, and to around 75 percent by the end of the Second Five-Year Plan²⁴.

The second and third-year plans envision free and universal education for students aged 11 to 14 years, in accordance with the main task of Universalization of Elementary Education (U.E.E). These facilities were expanded to the full 14-year-old age group in the IV and VII years. The education commission (1964-66) emphasized of pre-registration for all fresh admissions minimizing dropout rate, the wastage and stagnation at the primary stage to liquidate illiteracy. In 1967 committee of Member of Parliament on education recommended that:

1. There should be concerted efforts to provide free and compulsory education to all children up to the age of 14, and
 2. there should be appropriate programmes in place to decrease school waste and stagnation so that every student completes the prescribed course²⁵.
- **National Educational Policy of 1968** – The National Educational Policy of 1968 was the first official document of government of India that committed towards the

²³Colclough C. & De A., 'The impact of aid on education policy in India', *International Journal of Educational Development*. Vol.30. No.5, pp.497-507, 2010.

²⁴ Gupta, R.P. and Hussain A., *Issues in Indian Education (A Review of Education commissions and National Policies on Education)*, Radha publications, New Delhi, First Published, 1998, p.12

²⁵*Report of the Committee Members of Parliament on Education, 1967, Ministry of Education, Government of India, 1968, pp.1-7.*

upliftment of elementary education in India after independence. It aimed of national progress, a sense of common culture and common citizenship to strengthen national integration. It also emphasized towards free and compulsory education to all children up to age of 14 years. It also gives attention to status of teachers and to equalize educational opportunity to all. But in this policy Right to education was not given recognition.

- **National Policy of Education 1986** - The Indian government stated in 1985 that a new educational policy would be developed in the country. Then Ministry of Human Resource Development of the Government of India published a status paper titled "Challenge of Education- a Policy Perspective," which included a full assessment of the existing educational system. The country's education changes were the subject of a national debate. Finally, the National Policy on Education of 1986 was adopted by Parliament in month of May 1986²⁶. It is based on the Constitutional preamble's basic and important values. Its goal is to provide all people with a higher-valued education. It is built on the pillars of ancient spirituality, modern culture, and technological sophistication, with history serving as a past experience and modern knowledge serving as a current tool for future accomplishments. The National Educational Policy (NEP) of 1986, which intended to provide free and compulsory education to all children up to the age of 14 before India entered the twenty-first century, was updated in 1992. Furthermore, Article 45 of the constitution has gone unheeded on the grounds that if the right to education is declared a fundamental right, the state will be obligated to provide the finance investment and other resources²⁷.
- **National Policy of Education 1992** – Acharya Ramamurthy committee of 1990 recommended Right to education to be included in fundamental right under part III of the Indian constitution but it was not immediately implemented but on basis of it National policy on education of 1992 got formulated. In Mohini Jain vs. State of Karnataka, The Supreme Court of India decided to turn Article 41 into Article 21 for the first time in the state of Karnataka, stating, "*Right to life is the compendious term for all those rights which the courts must enforce as they are vital to the*

²⁶Wani M. A., *Constitutionalism and Education policy (A study of the Rationale and Dimensions of Right to Education)*, Metropolitan Book Co. Pvt. Ltd., New Delhi, First Edition, 1999, p.253.

²⁷Mane Suresh, '*The coming of article 21-A*', *From the lawyers collective*, October 2003, p.16.

dignified enjoyment of life. The right to education is inextricably linked to the right to life. The state government is obligated to provide a level playing field for its inhabitants"²⁸.

The Court further stated that the Right to Education is linked to the Fundamental Rights established in the Indian Constitution's Part III. Without the right to education guaranteed by Article 41 of the constitution, the Fundamental Rights enumerated in Chapter III will remain out of reach for the vast majority of the population who are illiterate. As a result, India's Supreme Court had an exceptionally broad view of governmental commitment.

Right to Education garnered attention after the Mohini Jains case, but the case of Unni Krishnan J.P. vs. State of Andhra Pradesh & others in 1993 the Supreme Court reversed the decision and now believes that citizens of this country have a fundamental right to education derived from Article 21, but that this right is not absolute. The case of Unni Krishnan is notable for the fact that *“The doctrine of Implied Fundamental Rights was established by the court. The Supreme Court of India declared that a right does not have to be specified as a Fundamental Right in the Constitution to be considered a Fundamental Right. Changes in the country's social, political, and economic landscape may result in the acknowledgment of new rights and laws when the country's external youth increases to address social demands*²⁹”.

- **Sarva Shiksha Abhiyan (2001)** – For spreading elementary education in India the Government of India launched Sarva Shiksha Abhiyan (SSA) in 2001. It aimed to make elementary education accessible to all the children of age group of six to fourteen years old. Classes I to VIII has been defined in the elementary category. 86th amendment of 2002 in the constitution says that the state shall provide free and compulsory education to all children of six to fourteen years of age.
- **Right to Education Act (2009)** - Right to Education got accelerated after the Mohini Jain and Unni Krishnan case. A committee of Education Minister of states met in 1996 and came out with a report in 1997. They proposed amending India's constitution to make the right to free primary education for children up to the age of 14 a fundamental right. Simultaneously, every citizen who is a parent should have a fundamental duty to provide chances for elementary education to all

²⁸*Mohini Jain v. State of Karnataka, AIR 1992 SC 1858*

²⁹ Jain M.P., *Indian Constitution Law*, Vol. I, Wadhwa Nagpur, 2003, p.974.

children under the age of 14³⁰. In order to provide the Right to Education more permanency, the Constitution Amendment Bill was introduced in the Rajya Sabha in 1997. The bill suggested adding a clause to Article 21 of the constitution that stated, "The State shall provide free and compulsory education to all children aged six to fourteen years." From 1997 until 2001, there was no progress on the measure, but it was reintroduced as the 93rd Constitution Amendment Bill 2001. Parliament passed the Constitution (Eighty-sixth Amendment) Act, 2002, which included the new Article 21-A as a Fundamental Right. The bill was written as a rough draft in 2005, but it drew a lot of criticism since it required private schools to give a 25% reserve for disadvantaged children. This clause was considered an important pre-requisite for developing a democratic and egalitarian society by the sub-committee of the Central Advisory Board of Education that developed the Draft Bill³¹.

The Bill received cabinet clearance on July 2, 2009, and the Rajya Sabha passed it on July 20, 2009. The Children's Right to Free and Compulsory Education Act was signed into law on August 26, 2009, after receiving presidential approval. From April 1, 2010, the law became effective throughout India, except in the state of Jammu & Kashmir.

Educational Provision in the Indian Constitution

According to the founders of our constitution, education is the most significant and dominating force in human life, and there are different provisions for education in the constitution itself under the Fundamental Right and the Directive Principles of State Policy.

The provisions of our constitution concerning the right to education are as follows.

1. Free and Compulsory Education:

Under Article 45 of the Directive Principles of State Policy of Indian constitution states that, "The state shall endeavor to provide with in 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." Article 45 of the constitution directs the government at center and state that it is the joint responsibility of both to

³⁰The Saikia Committee Report, New Delhi, Ministry of human Resource Development, Department of Education, 1999.

³¹Saleem M., 'Salient features of Right to Education Act 2009'. *Oriental Journal of Law and Social Sciences*, Vol. 6. No.10, pp.162-163, 2012.

implement the provision of Universal, Free and Compulsory Education. But unfortunately, this could not be achieved within ten years though rapid progress had been made in education sector.

2. Right to Education:

As per the 86th amendments Act of 2002 the article 21A of the Indian constitution says that state shall provide free and compulsory to all children of the age 6 to 14 years in such manner as state may, by law determine. Article 21 of the Constitution was changed, along with other articles such as Article 45 and 46, to declare education a Seventh Fundamental Right. Every kid now has the fundamental right to a free and obligatory education until they reach the age of fourteen.

3. Education for Backward Sections:

Weaker sections of the Indian people are given special status in the articles 15, 17 and 46. The article 15 states that: Women, socially and educationally backward people (SCs and STs), and other backward classes are given special consideration. There is a reservation of seats in admission or employment and special scholarship to these people. Government pays the fees for SCs and STs those who studies in private institutions. The state shall not discriminate against any citizen on the basis Caste, Sex, place of birth and the religion or any of them. Article 15 also permits state government to make special provisions for women, children, and educationally backward class such as schedule tribes and schedule castes. According to article 17 it abolishes the peculiar practice of 'Untouchability' in Indian society in any forms. And according to article 46 of the constitution it is the duty of government to provide economic and educational development to Schedule tribes and Schedule Caste.

4. Minority Education:

Article 30 provides that all minorities whether based on language or religion shall have the right to establish and administer educational institutions of their choice. It further says that state shall not interfere to the any institution maintained by the minorities. Article further says that any citizen of India having distinct language, script or culture of its own shall have privilege to conserve it.

5. Equal opportunity in Educational Institutions:

Article 29 says that none of the citizens can be denied admission in any of the institution maintained or sponsored by government based on religion, race, caste, language or any of them. The Kothari commissions recommended center government

to take responsibility of education so that there is reduction of interstate differences and there is advancement of weaker section of community.

6. Education for Women:

Women education is considered as most essential by different society of the world. In Indian constitution also, there are some provisions which emphasize to elevate the status of women. Article 15 permits the state to make special provision for the benefit of women and children. It also says that state shall not discriminate against any citizen on the basis of gender, religion place of birth or race. As per 1986 Education Policy “education would be employed as an agent of fundamental change in the status of women in society.”

7. Secular Education:

India being a secular nation provides free to profess, practice and propagate any religion according to citizens wish as per article 25 of the Indian constitution. Article 28 of the constitution emphasis that no any religious instruction shall be provided in any of the institution maintained or fund by the government. Article 30 states that state shall not fund or aid any of the educational institution only on ground of religion, race, caste, language or any of them.

8. Instruction through mother Tongue:

India is popularly known for Unity in Diversity. So, there is vast diversity of language in our country. In constitution of India to study own language is a fundamental right of the citizen. The article 350(A) ensures that every state and local authority provides enough educational platform for instruction in mother tongue at primary stage particularly children belonging to the minority linguistic groups.

Right to Education (RTE) in Global Scenario

Many countries from over the world came together in 1945 to build peace and humanity, as well as to pledge to protect the dignity of all human beings everywhere. In 1948, a significant proclamation in human history was issued in the form of the Universal Declaration of Human Rights, which outlines the nature and scope of human rights in great detail, embracing a variety of social, political, economic, and cultural

rights of individuals. The right to education was recognized as a human right for everybody, among many other rights³².

According to Article 26 of the UDHR-

“Everybody has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit.”

This implies that education should be available to everyone. Many people throughout the world are unable to attend school due to a variety of factors including disability, child marriage, child labour, poverty, school-related violence, and a lack of transportation. Aside from them, there are youngsters who drop out of school or who go to school but do not learn fundamental literacy skills. Article 26 of the UDHR, which addresses all of these difficulties, declares that all children should have free and compulsory education and encourages the international community to take the necessary actions in this direction.

A succession of international covenants and conventions were promulgated between 1976 and the 1990s, providing a complete legal framework for essential human rights protection and delivery measures. The International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR), as well as the Universal Declaration of Human Rights (UDHR), have been declared by the United Nations to form the International Bill of Human Rights. They include the 1948 Declaration's provisions on obligatory and free elementary education, as well as non-discrimination in education. The two most important conventions are the Convention on the Rights of the Child (CRC, 1989) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979)³³.

Furthermore, the Convention on the Rights of the Child (CRC, 1989) offers one of the most extensive sets of legally enforceable commitments on both the right to education and gender equality. The Convention on the Elimination of Discrimination

³² International Bureau of Education, *Education for all (EFA)*, IBE, Geneva, Switzerland, 2013, *Stable URL: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/e/education-all-efa>*, (21/11/2019 12:30).

³³ United Nation Treaty Collection, 1966, *Stable URL: <https://treaties.un.org/doc/Publication/MIDSG/Volume%20I/Chapter%20IV-3.en.pdf>*, (13/06/2019 11:30).

Against Women (CEDAW) includes a clause to eradicate gender discrimination by stating that educational opportunities for women and men should be equal. The CRC is the most universally accepted human rights treaty, and it includes robust protections for the right to education. It underlines every child's right to free and compulsory primary schooling, regardless of race or ethnicity.

Apart from these legal international enforcements, the Education for All Movement was established as a global commitment to provide all children with a quality basic education. The World Conference on Education for All (EFA), held in Jomtien (Thailand) from March 5 to 9, 1990, adopted a declaration promising to take meaningful actions toward achieving EFA by the year 2000. Universalization of Elementary Education (UEE), which was to be made available to all children up to the age of 14, was the most significant goal of the EFA statement. However, the worldwide community had to convene again in Dakar, Senegal, in 2000, after the globe had missed the UEE goal. The 164 governments who gathered in Dakar adopted a new set of six ambitious education targets. By 2015, these objectives are intended to increase learning opportunities for all children, youth, and adults.

The six goals of Education for All (EFA) are summarized as follows:

1. Increase the availability of early childhood care and education: Expanding and enhancing early childhood education and care, particularly for the most vulnerable and disadvantaged children.
2. All children should get free and obligatory primary education: Assuring that all children, particularly girls' children in difficult situations and children from ethnic minorities, have access to and complete a high-quality free and compulsory primary education by 2015.
3. Encourage young people and adults to learn and develop life skills: Providing equal access to relevant learning and life skill programmes to meet the learning requirements of all young people and adults.
4. 50 percent increase in adult literacy: By 2015, all adult literacy levels will have improved by 50%, especially for women, and all adults will have equal access to basic and continuing education.
5. By 2005, gender parity will have been achieved, and by 2015, gender equality will have been achieved: Gender gaps in primary and secondary education should be eliminated by 2005, and gender equality in education should be achieved by 2015,

with a focus on guaranteeing girls' full and equal access to and achievement in high-quality basic education.

6. Enhance the educational experience: Improving all elements of educational quality and assuring excellence for all, so that all students attain recognised and measured learning outcomes, particularly in reading, numeracy, and critical life skills.

Three of these six goals are time-bound and was supposed to be completed by the year 2015. In 2000, world leaders adopted eight Millennium Development Goals at the United Nations Millennium Summit (MDGs). These objectives were likewise supposed to be met by the year 2015. The MDGs covered a wide range of objectives, including reducing extreme poverty and child mortality, improving access to water and sanitation, reducing infectious disease transmission, and strengthening gender equality. By 2015, a specific goal in the sphere of education has been set: universal primary school completion and gender equity at all levels of education. The Dakar Framework targets and the Millennium Development Goals are complimentary in this way. Education progress is contingent on progress in other areas, such as reducing extreme poverty, achieving gender equity, and improving child health. Children whose lives have been plagued by hunger, poverty, and disease are manifestly unprepared to achieve their educational potential. As a result, the aim for EFA cannot be realized without the achievement of the MDGs, and progress toward the MDG targets is inextricably linked to development in education³⁴.

Despite the fact that all of these goals are quite ambitious and must be achieved by governments in order to achieve rapid economic and social progress, the majority of countries around the world are falling short of their targets. 'Universal primary education is about more than just getting kids into school at the right age.' It's also about ensuring that they stay in school for the duration of a full cycle of basic education.' 2009 {EFA, Global Monitoring Report (GMR)}. However, many countries have fallen short of the aim of offering free and compulsory education. Even though there has been significant progress in reading levels over the last decade, the EFA objective will remain unmet, since the GMR for 2013-14 shows that there are still 57 million children out of school around the world. Girls make up 54 percent of the overall number of out-of-school youngsters. As a result, gender disparities in primary education continue in many nations

³⁴ Conferences, 'Environment and Sustainable Development', United Nations, 2000, *Stable URL: <https://www.un.org/en/conferences/environment/newyork2000>*, (16/10/2019 10:30).

(EFA GMR, 2013-14). According to the report, the goal of eliminating gender disparities in primary and secondary education was set in 2005, but it was missed far sooner. The majority of youngsters who do not attend school are from nations that are prone to conflict. Another goal was to increase education quality, however according to the EFA, GMR, 2013-14, there are still 250 million children who do not have access to a good education³⁵.

Right to Education (RTE) in Indian Context

India inherited a system of education that was not only small in terms of numbers, but also marked by enormous intra- and inter-regional as well as structural disparities when it gained independence in 1947. Only 14% of the population was literate, and only one out of every three children were enrolled in basic school. There was a requirement to increase the number of literate people in the country for the purpose of national development. There was a need to increase the number of literate people in order to keep the continuing nation-building process functioning smoothly. In view of the 1948 Universal Declaration of Human Rights, India established a constitutional promise in Article 45 of the Indian Constitution to offer free and compulsory education for all children up to the age of 14 years. 'Provision for free and obligatory education for all children, which the state shall attempt to establish within ten years of the commencement of this constitution'³⁶.

With the addition of Article 45 to the Indian Constitution, the formation of Universalization of Elementary Education (UEE) became a reality. 'Given the educational resources available in the country at the time, the aim seemed unrealistic to achieve in ten years.' And the outcome was far from ideal. In India, a variety of initiatives have been launched to help the UEE target be achieved. The National Policy on Education (NPE) in 1968, the NPE in 1986, the Programme of Action (POA) elaborated in the NPE of 1986, and the updated form of the NPE in 1992 gave an unqualified priority to the Universalization of Elementary Education in order to provide

³⁵ UNESCO, 'Education for All Global Monitoring Report 2014: Teaching and Learning: Achieving Quality For All', *reliefweb*, 2014, *Stable URL: <https://reliefweb.int/report/world/education-all-global-monitoring-report-2014-teaching-and-learning-achieving-quality-all>*, (23/04/2019 11:30).

³⁶ Motiwala T., 'A discussion of the quality of education with emphasis on early years in rural India', *HE KUPU*, Vol.4. No.3, pp.9-13, 2016, *Stable URL: [A-discussion-of-the-quality-of-education-with-emphasis-on-early-years-in-rural-India.pdf](#)* (nztertiarycollege.ac.nz), (26/09/2019 13:50).

better access to elementary education for all children up to the age of 14 and for universal participation until they complete the elementary stage of education (UEE)³⁷.

Despite several efforts in the sphere of education, the country's literacy situation has not improved to the level of anticipation. Dissatisfied with the country's literacy development, India's Supreme Court chose to hear the public interest litigation of Unnikrishnan J. P. Vs Andhra Pradesh, which focused on the enforcement of the right to education. The Supreme Court of India decided that basic education (education up to the age of 14 years) is a fundamental right of every child, expressing its concern about the Government of India's failure to uphold its duty under Article 45 to offer free and compulsory primary education. The Supreme Court of India also ruled that the right to education, like the right to life, is a fundamental right. According to the Supreme Court, the right stems from Article 21 of the Indian Constitution, which protects life and personal liberty, and its scope and parameters must be determined in light of Article 41, which guarantees the right to work, education, and public assistance in certain circumstances, and Article 45, which guarantees free and compulsory education to children under the age of 14. This decision of the court had an immediate impact. In 2002, the Indian government inserted Article 21 (A) into the Constitution, designating the right to education a Fundamental Right, as part of the 86th constitutional Amendment Act, which upheld the Supreme Court's ruling. The following provisions are part of the amendment³⁸:

1. New Article 21(A) is inserted - The following article shall be introduced after Article 21 of the Constitution:
“21(A) 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.”
2. Article 45 is replaced by a new article - The following article shall be replaced for Article 45 of the Constitution, namely;

³⁷ Sadgopal A., *DILUTION, DISTORTION AND DIVERSION, The crisis of elementary education in India*, ed. Kumar R., Sage Publications, New Delhi, 2006, pp.92-96.

³⁸ SUBHASH C. JAIN, *Secy. to the Government of India, Eighty-Sixth Constitutional Amendment Act (2002), Government of India, Stable URL: <https://www.india.gov.in/my-government/constitution-india/amendments/constitution-india-eighty-sixth-amendment-act-2002>, (15/08/2020 12:30).*

“45 Provision for early childhood care and education to children below the age of six years - The state shall endeavor to provide early childhood care and education for all children until they complete the age of six years”.

3. Article 51A was amended - After clause (j), the following clause shall be added to Article 51A of the Constitution:

“(k) Who is a parent or guardian to provide opportunities for education to his child or ward, as the case may be, between the age of six and fourteen years.

Policy Initiatives on Universalizing Education in India

Education in India is included in the Concurrent List of Indian Constitution. Therefore, it is the joint responsibility of the Central government and State governments to provide educational facilities to the people of India. During the post-independence period, the Government of India had accepted elementary education as free and compulsory for all the children between the age group 6-14 years. The First Five Year Plan had given the priority to the objective of Universalization of Elementary Education (UEE). The declaration of National Policy on Education, 1968, 1986 and its revised form in 1992 with its Programme of Action are remarkable in this context. Apart from these programmes, as a response to huge public demand for elementary education the Central and State Governments had launched a number of programmes to promote primary education all over the country. Chief among them are³⁹:-

1. Total Literacy Campaigns (TLC),
2. Mahila Samakhya (MS),
3. Operation Blackboard (OB),
4. District Primary Education Programme (DPEP),
5. Non-Formal Education (NFE),
6. Siksha Karmi Project (SKP), Lok Jumbish Project (LJP),
7. National Programme of Nutritional Support to Primary Education (Popularly known as Mid- Day Meal Scheme).

National Policy on Education (NPE), 1986

The National Policy on Education (NPE), 1986 and its Programme of Action (POA—1986) have been considered as a significant step in the history of educational

³⁹ Shirname s, *Education for All” in India: Historical development, especially in the light of gender equality and impact on the present day situation*, Indic Society for Education and Development (INSEED), Nashik, India, 2007.

policy in India. Prior to it, the NPE of 1968, emphasized only on the elimination of disparities in the educational system and on the improvement in the quality of the school. The stress was more on retention rather than merely on enrolment. But it had utterly failed to achieve the goal of UEE and the system of education was not able to adapt at the same pace with other advanced areas.

As a result, the National Policy on Education of 1986 was declared. Further it was refined in 1992 with its Programme of Action. NPE, 1986 which emphasized the need to evolve a national system of education based on a common educational structure, a national curriculum framework and minimum levels of learning for each stage of education. It also stressed on elimination of disparities in the educational system, including the promotion of women's equality, special provision for scheduled caste and scheduled tribes and other educationally disadvantaged sections, minorities, the handicapped and people in different backward areas. NPE of 1986 has also focused on the need for improvement in the school environment, instructional material and teacher training. As a result of the NPE policy initiatives changes are being made—a massive infrastructure development and teacher recruitment drive was initiated countrywide.

New strategies and schemes in terms of improved school quality, learning outcomes, teacher capacity building, and community participation in education were developed through the revised National Policy on Education of 1992, which evolved effective and efficient management structures in the education system. The POA of 1992 emphasised three aspects: universal access and enrolment, universal retention of children up to the age of 14, and a significant improvement in educational quality to enable all children to reach fundamental levels of learning at the elementary stages of education.

The following points would be implied in the context of Indian Education for All (EFA):

1. Enlargement of early childhood care and development of activities involving family and community members, particularly for poor and underprivileged children.
2. Universal Elementary Education (UEE) is defined as a composite programme that provides all children up to the age of 14 with access to elementary education, universal participation in formal and nonformal education programmes until they complete the elementary stage, and universal achievement of at least the minimum levels of learning.

3. Drastic decrease in illiteracy, particularly among the 15 to 35-year-old, with literacy levels in this age group reaching at least 80% in each gender and for every identified disadvantaged group, ensuring that the three R's (reading, writing, and arithmetic) are relevant to the people of India's living and working conditions.
4. All persons who are functionally literate and those who have acquired primary education through formal and non-formal channels are provided with chances to preserve, utilise, and upgrade their education, as well as facilities for skill development.
5. Putting in place the essential structure and processes that would enable education to serve as a tool for women's equality in Indian society.
6. Upgrading the content and course of education, as well as people's culture, way of life, and working environments, in order to improve their capability to learn and cope with livelihood and environmental issues.

In order to achieve the goals of UEE, the Indian government implemented new innovative schemes and programmes, which resulted in increased demand for basic education. The following section discusses a few of them: -

Informal Education

The Non-Formal School (NFE) programme was established in 1979 for children aged 6 to 14 who had been excluded from formal education for a variety of reasons. NFE met the educational needs of children who worked and children who were in challenging situations. The scheme was renamed Scheme of Alternative and Innovative Education after it was recently amended. The plan calls for all habitations without an elementary education centre within a one-kilometer radius to get one as soon as possible. A school mapping exercise were done as part of the programme to identify schools with fewer habitations, which will assist in locating habitations where alternative centres can be given.

Operation Blackboard (OB)

Operation Blackboard was initiated in 1987 with the goal of improving school infrastructure. The scheme consisted of three parts: (i) an additional teacher for single-teacher primary schools; (ii) at least two classrooms in each primary school; and (iii) teaching-learning equipment for all primary schools. The OB Initiative also aims to

promote primary education in terms of both quantity and quality. A total of 38 thousand teachers were provided to more than 22 thousand schools during the Ninth Five-Year Plan, and this scheme encompassed roughly 78 thousand upper primary schools, with new teaching-learning materials provided to these schools.

Siksha Karmi Project (SKP)

Another notable programme that attracted international attention and was supported by the Swedish International Development Agency is the Siksha Karmi Project (SKP). SKP concentrates its efforts on universalizing and improving the quality of elementary education in remote areas and socioeconomically backward villages, with a special focus on girls. It aims to address the issue of teachers who fail to show up for work. Siksha Karmi translates to "volunteer education worker," and this effort included a significant amount of training. There were no single female teachers in Rajasthan when SKP was adopted in 1984. In each village, two Siksha karmis, one male and one woman, were clearly indicated in the initial document. Mahila Sikshan Kendras were also formed in order to boost the number of female teachers in order to encourage more girls to attend school.

Total Literacy Campaigns (TLC)

The National Literacy Mission (NLM) is in charge of India's literacy programmes. It was started in 15th May, 1988 with the goal of achieving 100 million literates in the 15-35 age bracket by the year 2000. In order to mobilize society in the concerns of literacy programmes in India, the NLM established the Total Literacy Campaign (1989) in a significant number of districts. The TLC mobilises communities and makes a significant contribution to increased school engagement among youngsters. The TLC's peculiarity stems from the fact that it is provided entirely by volunteers. The initiative is carried out by the Zila (District) Saksharata Samities, which was started for this purpose.

District Primary Education Programme (DPEP)

The DPEP is a programme that is carried out in a mission mode by a state-level autonomous society. Assam, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, and Tamil Nadu are among the states where the programme was first implemented in 1994. Uttar Pradesh, Bihar, West Bengal, Andhra Pradesh, Orissa, Gujarat, and Himachal Pradesh were added later. The majority of DPEP districts have a large percentage of tribal and socially disadvantaged populations, and they are among the country's most educationally backward areas. DPEP's objectives were as follows: -

1. To ensure that all children have access to elementary education, whether through a formal or informal system.
2. To minimise gender and social disparities in enrolment, dropout rates, and learning success to less than 5%.
3. To reduce the overall primary dropout rate for all students (classes I—V) to less than 10%.
4. To ensure that all primary school students attain basic literacy and numeric competency, as well as a minimum of 40% accomplishment levels in other skills, by increasing average achievement levels by at least 20% over measured baseline levels.

It's also worth noting that the advent of DPEP in India, which was aided by funding from both the central and state governments, significantly increased the literacy rate. The Government of India has benefited greatly from DPEP's assistance in reaching the EFA goals.

Andhra Pradesh Primary Education Project (APPEP)

The Overseas Development Administration (ODA) of the United Kingdom assisted India in implementing the Andhra Pradesh Primary Education Project in 1983. (APPEP). The goal of this project was to improve elementary education quality in the project region. Certain aspects of basic education, such as non-formal education and a focus on girls' education, were not included in the scope of this initiative. Rather, the initiative focuses on improving the professional competence of teachers and supervisors, as well as assisting in the construction of primary school structures.

Bihar Education Project (BEP)

The Bihar Education Project (BEP) is India's first large-scale operational programme to address a wide variety of national EFA problems, issues, approaches, and tactics. The government of India, the state government of Bihar, non-governmental organisations (NGOs), teacher representatives, and prominent women and educators are all represented in these groups, allowing for participatory planning and monitoring.

Utter Pradesh Basic Education Project

The Utter Pradesh Basic Education Project established a participatory state-level autonomous society, with Vernacular Education Centres (VECs) playing a key role in the grassroots execution of programmes. This is India's first World Bank-funded primary

education project. The initiative aims to operationalize the notion of school complexes in order to provide school resource assistance.

Lok Jumbish

The Lok Jumbish, a people's movement for universal basic education, has been operating in Rajasthan since 1992, with support from the Swedish International Development Agency (SIDA). The project is primarily reliant on public mobilisation and aims to achieve the greatest feasible decentralisation of administration, accountability, and educational relevance. The project's overall purpose was to provide education to everyone in Rajasthan by the year 2000. A Women Teacher's Forum was also established as part of this programme in order to increase the participation of female teachers in residential training camps and encourage them to become trainers.

National Programme for Nutritional Support (Mid-day Meal)

Food grains/cooked meals are provided to children in elementary classes through the National Program for Nutritional Support to Primary Education, which began in 1995. The initiative ensures that children who attend school for at least 80% of the total school days in a month receive 100 grams of food grains every day. According to the MHRD's Annual Report for 1999-2000, the scheme reached 9.90 million children and provided 2.71 million metric tons of food grains. In addition to teachers, the local community is being entrusted with the distribution of food grains.

According to the above-mentioned schemes for universalizing basic education, each of the schemes was implemented, and the government planned to continue working on universalizing elementary education. However, a closer examination of the facts reveals a totally different picture. As a result, the goal of universal elementary education remained unmet. After the Supreme Court intervened in the Unnikrishnan case, the Indian government passed the RTE Act of 2009.

Rights of Children to Free and Compulsory Education Act, 2009

There was no specific article relating to the right to education in the Indian Constitution when it was drafted, except for Article 45, which was added to Part IV, 'Directive Principles of State Policy.' 'Provision for free and compulsory education for all children,' according to the article. Within ten years of the Constitution's inception, the

state shall make every effort to provide free and compulsory education to all children until they reach the age of fourteen⁴⁰.

Efforts to apply Article 45 were made, however the results were not adequate. While hearing a case involving education, the Supreme Court of India directed the Indian government to enact appropriate legislation for Universalization of Elementary Education (UEE). As a result, the Indian Constitution was revised in 2002, and the right to education was included as a basic right under Article 21 (A). Parliament passed the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009 on August 26, 2009. Children's perspectives must be considered while interpreting the new law. It establishes a justified legal framework that guarantees all children from 6 to 14 years an acceptable quality education based on equity and non-discrimination principles. More crucially, it guarantees the right of every children to an education free of fear, tension, and worry.

The following are the main provisions of the RTE Act:

1. Children's entitlement to free and compulsory education in a neighbourhood school until they complete elementary school.
2. It defines 'compulsory education' as the government's commitment to offer free elementary education and to assure compulsory entrance, attendance, and completion of primary school for all children aged six to fourteen. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent her or him from pursuing and completing elementary education.
3. It provides for the admission of a non-admitted youngster to a class for his or her age.
4. It outlines the roles and obligations of appropriate governments, local governments, and parents in delivering free and compulsory education, as well as the financial and other responsibilities shared between the federal and state governments.
5. It lays up the rules and regulations for Pupil Teacher Ratios (PTRs), facilities and infrastructure, school working days, and teacher working hours, among other things.

⁴⁰Right of Children to Free and Compulsory Education Act, 2009 (Right to Education Act), Government of India, 2009, *Stable* [URL:https://vikaspedia.in/education/policies-and-schemes/right-to-education/right-of-children-to-free-and-compulsory-education-act-2009-right-to-education-act](https://vikaspedia.in/education/policies-and-schemes/right-to-education/right-of-children-to-free-and-compulsory-education-act-2009-right-to-education-act), 29/12/2019 14:30).

6. It ensures that the stipulated pupil teacher ratio is maintained for each school, rather than just as an average for the State, District, or Block, guaranteeing that there is virtually no urban-rural imbalance in teacher postings. Its emphasis on prohibiting the use of teachers for non-educational purposes, with the exception of decennial censuses, local Authority elections, state legislative and parliament elections, and disaster assistance.
7. It provides for the employment of suitably trained teachers, or those with the necessary training and academic credentials.
8. Physical punishment, mental abuse, entrance screening methods, capitation fees, private tuition by teachers, and the operation of schools without recognition are all prohibited for children aged 6 to 14.
9. It promotes the creation of a curriculum that is consistent with the Constitution's values and that ensures the child's all-round development by enhancing the child's knowledge, potential, and talent while also removing fear, anxiety, and trauma through a child-friendly and child-centered learning system.
10. It also establishes the National and State Commissions for the Protection of Child Rights, which will have civil court-like powers, to defend and monitor the child's right to free and compulsory education, as well as to address grievances.

The Act has a number of provisions that must be implemented in order to ensure that it is properly implemented. Included are age-appropriate enrolment methods, school and habitation mapping procedures, and teacher recruitment and redeployment to ensure that the pupil-to-teacher ratio is maintained in every school. It also raises the quality of the entire teacher workforce to a national level and provides training for untrained instructors. It also includes examining the curriculum's content and procedure, conducting ongoing and continuous evaluations, forming school management committees, and insuring management. Finally, it provides school oversight with community support.

An Assessment of the RTE Act, 2009

The Supreme Court of India decided in the historic Unnikrishnan judgement in 1993 that children are entitled to access free and compulsory education from birth until the age of fourteen, and that this is a basic human right. Children under the age of six were expected to get adequate nourishment, healthcare, a secure childhood, and pre-primary

education. Children aged 6 to 14 were awarded the basic entitlement to elementary education for a period of eight years. This is the most frequently acknowledged definition of the 'Right to Education,' which states that all children under the age of fourteen have the right to free nutrition, healthcare, and an egalitarian education⁴¹.

However, the new Article 21A, which supplements Article 21, deems education to be a fundamental right and restricts its application to children aged 6 to 14, depriving many youngsters in India of this opportunity. As stated in this article, free and compulsory education must be offered "in such a manner as the state may, by law, determine." As a result, defining what constitutes "free and compulsory education" ultimately depends on the views of the state government, and is not compelled by the Unnikrishnan verdict's terms.

Similarly, the RTE Act, 2009 mandates that the state government provide free and compulsory education to children in grades I to VIII, i.e., between the ages of 6 and 14, and is based on the 86th Constitutional Amendment Act. However, a large number of children under the age of six are excluded from this legal framework. Furthermore, the Act is silent on children's education after they have completed eight years of free and compulsory schooling. What would happen if a poor, economically disadvantaged child had to pay fees to continue his education after class VIII? It will force him to drop out of school or work without completing his secondary education due to financial constraints.

In this connection, some additional Act provisions are also being examined and discussed. Despite the fact that the Act mandates compulsory education for children, the question remains as to what will happen if parents refuse to send their children to school. There are no provisions in the law for punishing or taking action against parents who do not send their children to school. Again, the guidelines only allow for reimbursement of tuition payments for those poor children, omitting other fees collected by most private schools, when it comes to the provision for 25% reservation for poor pupils at private schools. For many teachers and academics, the Act's proposed policy of "not holding pupils back in any courses" have had an even greater negative impact on educational quality. They believe that at least, a system of monitoring student academic progress and a system of improved treatment for underperforming students should be existed.

⁴¹ Singh J., 'Evaluation of Right to Education Act, 2009: A Study of Haryana', *History Research Journal*, Vol.5. No.4, pp.270-276, 2019.

Another important point for debate and discussion regarding the Act is that it makes no provision for the exclusion of government school instructors from census, election, or disaster relief responsibilities, which could disrupt pupils' learning throughout the year. The Act also forbids corporal punishment and mental harassment of students, but there is no clear definition of "mental harassment" in the Act. Parents of students or school administration committees could utilise this confusing aspect of the prohibitory provision against teachers.

Some of the academicians and researchers have pointed out that the eligibility of teachers would be dependent on minimal qualifications set by an academic Authority, which would have a significant impact on the outcomes. The Act does, however, provide for the retention of unqualified teachers for a period of five years after the Act takes effect, if there are no qualified teachers available. It also allowed for a five-year relaxation of standards and the appointment of unqualified teachers until the Act was enacted. This indicates the government's lack of commitment to the Act's implementation and its disrespect for the Act's quality results.

As a result, it can be concluded that, while the Rights of Children to Free and Compulsory Education Act is an important legal document for protecting children's educational rights. However, some scholars and academicians believe it is ineffective in achieving UEE within the timeframe set forth in Article 45 and Article 21A of the constitution.

The discussion in the present chapter shows that since the dawn of time, the Indian educational system has been evolving. There were two educational systems in use throughout the ancient period: Vedic education and Buddhist education. Sanskrit was the Vedic education system's medium of language, whereas Pali was the Buddhist education system's medium of language. Vedic education was founded on Vedic, Upanishad, and Dharma sutra knowledge. The subject of education in the Middle Ages was founded on the Muslim religion, and it was delivered in Mosques, Maktabs, and Madrasas using Persian and Arabic as the medium of instruction. However, the Hindu educational system continued to operate in Pathshalas, 'Mathas,' and Temples at the same time. During the contemporary period, Macaulay's education strategy, which stressed English education above the traditional Indian school system, was successfully adopted. During the pre-independence period, compulsory primary education progressed slowly but steadily. The National Policy on Education (NPE) was established in 1968, the NPE in 1986, the

Programme of Action (POA) elaborated in the NPE of 1986, and the updated form of the NPE in 1992 in order to provide better access to elementary education for all children up to the age of 14, and for universal participation until the completion of the elementary stage of education. The insertion of Article 21 (A) in the Constitution declaring the right to education as a Fundamental Right by the Indian government in 2002 through the 86th constitutional Amendment Act was a notable success. Parliament enacted the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009 in its final phases on August 26, 2009. The new law establishes a justified legal framework that guarantees all children aged 6 to 14 years a decent quality education based on the principles of equity and non-discrimination. More importantly, it ensures that a child's right to an education free of fear, tension, and anxiety is protected. The next chapter presents the RTE in Arunachal Pradesh and its role in education scenario of the state.

CHAPTER – III
RTE IN ARUNACHAL PRADESH

CHAPTER - III

RTE IN ARUNACHAL PRADESH

The last chapter dealt with the policies and programme of the Universal Elementary Education in India. This chapter outline the evolution and emergence of RTE and education system in Arunachal Pradesh. It is divided into three sections. The first section presents the evolution and growth of education in Arunachal Pradesh. The second section deals with the present scenario of educational institution from 2011 to 2018. The third section deals with the scheme, policy and issues of RTE of the State.

Arunachal Pradesh: A Profile

Arunachal Pradesh, the erstwhile North East Frontier Agency (NEFA) is a mountainous state. The elevation of hills ranges from 150 to 7000 meters. Accordingly, the state is divided into four distinct physiographic regions they are sub-alpine, temperate, sub-tropical and tropical areas. There are five major rivers, Kameng, Subansiri, Siang, Lohit, and Tirap, as well as other streams, streamlets, and rivulets, make up Arunachal Pradesh's drainage system. It contributes a variety of distinguishing features to the state's topography. The state's climate varies greatly.

It is to mentioned that the state of Arunachal Pradesh has been put behind the curtain of Inner Line Regulation of 1873 initially by the British administration. It was implemented by British administration to prevent the tea planters from encroaching upon the hills, and later after independence, by the government of India. It was implemented by British administration to prevent the tea planters from encroaching upon the hills, and after independence, it has been continued by the government of India. It safeguards the tribal culture and rights on land according to the provision of Assam Frontier (Administration of Justice) Regulation, 1945. In addition to this, the policy towards development was spell out on basis of tribal Panchasheel of Nehru and Elwin (1959) with directives and guidelines for development of tribal's along the line of their own genius, by encouraging in every way "their own tribal arts and culture" and respecting "tribal rights and on land and forests. Consequent upon the above policies the state and its people have been living in relative isolation from historical past. Because to a lack of connectivity and communication before independence, the inhabitants of Arunachal

Pradesh lived in isolation. As a result, except for a few British officers and Indian porters, the people of Arunachal Pradesh had little interaction with the outside world.

Except for the Khamtis and Tibetans who had their own scripts, the people of Arunachal Pradesh had no knowledge of reading or writing prior to independence. However, following India's independence in 1947, the Indian government started attempts to improve education in Arunachal Pradesh, which was administered by the NEFA.

There is no doubting that education, in connection with other elements, has played a key part in the state's development and social transformation. Without a doubt, it provides an opportunity to formulate research questions and difficulties in order to investigate the state's and people's development processes in general, and education in particular¹.

Evolution of Education in Arunachal Pradesh

The political development in the state has had its inevitable reaction on its educational system. Arunachal Pradesh, until 1972 known as North East Frontier Agency, often abbreviated NEFA since 1954, remained inaccessible and hidden. There is information available about the conditions prevailing in the area till the 18th century. NEFA started administrative functioning as early as in 1882. So many administrative changes were made in the territory since 1882 to 1954 and also in 1972. Until 1972, it was managed as the President of India's agent by the Governor of Assam. Arunachal Pradesh was designated as a Union Territory in 1972, and it became a state in 1987. The growth and development of the education must be studied as per the requirement of the then administration as well as interplay of the people.²

The system of formal education in particular had been conspicuously absent in the past in Arunachal Pradesh. Except the Buddhists, the system of even informal education had been non-existent. The mythological education used to be provided through monastery among the Monpa tribes who were primarily concentrated in the North West area of the Kameng district. Except the Khamtis in Lohit district the Monpas are the only people who can claim to have a script of their own dialect. The library in the Tawang monastery can boast of a large number of books almost all of which are in manuscript.

¹Begi J., *Education in Arunachal Pradesh since 1947: Constraints, Opportunities, Initiatives and Needs*, Mittal publications, New Delhi, 2007.

²Rikam N. T., *Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe*, Mittal Publications, New Delhi, 2005.

The rest of the Non-Buddhist tribes in Arunachal Pradesh do not have their own script. Arunachal Pradesh did not have its own educational system; rather, it inherited the system that existed in other areas of the country and was established after independence. Before 1947, the first school was established by local tribal people in Pasighat in 1918, and another by the Adi community of the Dibang Valley in Dambuk in 1922. With the attainment of independence in the year 1947, the new era of educational progress and development in the area started³.

It was after Chinese aggression in 1962 that the torch of the actual development was brought in NEFA. Before 1972 the medium of instruction was Assamese, Hindi to begin in class three and English in class four. On January 20, 1972, Assamese was replaced by English and Hindi as a second language when the state was elevated to the rank of Union Territory and renamed Arunachal Pradesh. As such, real development in education was accelerated in Arunachal Pradesh after it became a union territory in 1972. Over the years, there are changes in administrative set up, policies and strategies and outlook towards education. These changes bear greater socio-economic and policy implication in the tribal state of Arunachal Pradesh. Though the present state did not have its own education policy due to historical reasons it followed neither the education policy of Assam nor that of the centre in letter and spirit. Apparently, the approach to the education in the state was different in early periods, but presently, the approach followed is the national one with policies and programmes of education of the central government.⁴ The schools have adopted NCERT syllabus and are affiliated to the CBSE, New Delhi. Since then, Arunachal Pradesh has achieved incredible strides in the realm of education, particularly in primary education. At present, in all interior and far flung areas of the state, in every district, primary schools have been opened and free education is provided up to class VIII standard.

The Growth of Educational Institution

Arunachal Pradesh is late starter in the formal sector of education. The educational development process was slow but steady because of many unfavorable factors like inaccessibility, lack of interest of administration, illiteracy, ignorance of local people and

³ Keyang A., 'Development of Education in Arunachal Pradesh: An Analytical Study on Growth of Education', *International Journal of Innovation Scientific Research and Review*, Vol.3. No.7, pp.1441-1445, 2021, Stable URL: <https://journalijisr.com/sites/default/files/issues-pdf/IJISRR-581.pdf>. (15/09/2021 15:30).

⁴Baruah S., *In the name of the nation: India and its northeast*, Stanford University Press, California, 2020.

lack of transportation and communication yet the progress of educational institution in the state at different stage appears to be encouraging as can be seen in Table 3.1.

Table 3. 1: Growth Rate of Education Institution in Arunachal Pradesh (2011-2018)

Education Institution/Year	2011	2012	2013	2014	2015	2016	2017	2018
Primary Schools	1,941	2,098	2,176	2,226	2,201	2,367	2,308	2,273
Middle Schools	920	945	970	1,121	1,186	1,262	1,299	1,311
Secondary Schools	191	220	229	227	250	263	293	302
Higher Secondary Schools	118	118	112	138	143	155	159	161
Colleges	12	16	16	29	36	36	36	36
Engineering Institutions	3	3	3	2	8	9	9	9
Universities	1	1	1	1	9	9	9	9

Source: Researcher Compiled from Directorates of Elementary/ School/ Higher and Technical Education, Itanagar, 2011-2018.

A good number of educational institutions have come up at Arunachal Pradesh. Table 3.1 shows the growth of educational institutions in Arunachal Pradesh after independence. By 2018, there are total 4047 schools i.e., 2,273 Primary School, 1,311 Middle School, 302 Secondary School, 161 Higher Secondary School in the Arunachal Pradesh as a whole. The above table depicts the growth rate of education institution since year 2011 to 2018.

The number of educational institutions of Arunachal Pradesh has been increased. In 2018, there were 2,273 primary schools, 1,311 middle schools, 302 secondary schools, 161 higher secondary schools, 36 colleges, 9 engineering institutions and 9 universities.

Educational Institution In-Relation to North East India

Arunachal Pradesh has seen steady expansion of educational institutes since 1947. The State does not holdup much behind when compared to other North-Eastern states where school education began much earlier than independence.

The following Table 3.2 revealed that the quantitative growth of school education in North Eastern states and the position of Arunachal Pradesh.

Table 3. 2: Number of Educational Institution in North East India, (2014-15)

States/ Schools	Primary Schools	Middle Schools	Secondary Schools	Higher Secondary Schools.	Colleges	University
Arunachal Pradesh	38793	10086	263	155	28	9
Assam	48529	13451	6987	2075	744	21
Manipur	2951	933	899	210	87	4
Meghalaya	9362	3597	1255	300	63	10
Mizoram	1561	1511	615	138	29	3
Nagaland	1265	825	561	175	65	4
Sikkim	706	346	140	87	16	7
Tripura	2568	1262	603	411	51	3

Source: Researchers compiled from National Institute of Educational Planning & Administration, New Delhi, 2014-15.

The position of Arunachal Pradesh educational institution in relation to North Eastern states has been systematically presented in Table 3.2 where, Arunachal Pradesh stood second in position with totality of 71,807 numbers of educational institution after the Assam in North Eastern states of India.

Education Scenario in Arunachal Pradesh

From historical viewpoint, progress in education in Arunachal Pradesh has been consistently increased since the last 50 years. The State has progressed from extremely low level of literacy rate at the time of independence to little more than half the population being literate in 2001. In official figures, literacy level rose to 54.74% in 2001 and 66.95% in 2011. The literate population is 789,943 in number.

Literacy Rate in Arunachal Pradesh

The literacy rate of Arunachal Pradesh has been presented in the following Table 3.3. It has been revealed from Table 3.3 that the literacy percentage of male is more than that of female counterpart as per the 2011 census.

Table 3. 3: Literacy Percentage of Male and Female-2011

Gender	Percentage	Number
Males	73.69%	454,532
Female	59.57%	335,411

Source: Researcher compiled from Census, 2011

Literacy Growth Rate in Arunachal Pradesh

The literacy growth rate of Arunachal Pradesh has been compiled from the available secondary source data from 1951 to 2011.

Table 3. 4: Literacy Growth in Arunachal Pradesh (1951-2011)

Year	Arunachal Pradesh (in percentage)		
	Male	Female	Person
1951	0	0	0
1961	12.24	1.42	7.23
1971	17.82	3.71	11.29
1981	35.11	14.01	25.54
1991	51.45	29.69	41.59
2001	64.07	44.24	54.74
2011	73.69	59.57	66.95

Sources: Researcher Compilation from Census 1951-2011

It has been found that the literacy growth of male has always been higher in comparison to female literacy growth in Arunachal Pradesh since from 1951 to 2011.

Position of Literacy Rate in North Eastern State

As per Table 3.5, Arunachal has the lowest literacy rate of all the north-eastern states. Mizoram has the highest literacy rate of 88.8 percent in the 2001 census, while Arunachal had the lowest literacy rate of 54.34 percent. Similarly, Arunachal has the lowest literacy percentage of among the north east states, with 66.95 percent, compared to Mizoram's 91.58 percent as per the 2011 census.

Table 3. 5: Literacy Rate of North Eastern State of India

State	Literacy Rate (%) - 2001			Literacy Rate (%) - 2011		
	Male	Female	Total	Male	Female	Total
Arunachal Pradesh	63.83	43.53	54.34	73.69	59.57	66.95
Assam	71.28	54.61	65.25	78.81	67.27	73.18
Manipur	80.33	60.53	70.53	86.49	73.17	79.85
Meghalaya	65.43	59.61	62.56	77.17	73.78	75.48
Mizoram	90.72	86.75	88.8	93.72	89.4	91.58
Nagaland	71.16	61.46	66.59	83.29	76.69	80.11
Sikkim	76.04	60.4	68.81	87.29	76.43	82.2
Tripura	81.02	64.91	73.19	92.18	83.15	87.75

Source: Researcher compiled from Census, 2001 and 2011.

It also observed from table that Arunachal Pradesh with 63.83 percent of male literacy rate in 2001 is the lowest among the entire north east state. While Mizoram with

90.72 percent male literacy rate is highest among the north eastern states. In female literacy rate Mizoram with 90.72 percent was again highest among north east state in the year of 2001. Arunachal Pradesh with only 43.53 percent is again lowest in north east state in the year of 2001.

From the Table 3.5, it is clearly visible that in 2011, Mizoram seemed to have the highest male literacy rate of 93.72 percent, while Arunachal Pradesh had the lowest at 73.69 percent. In 2011, Arunachal Pradesh seemed to have the lowest female literacy rate among the north eastern states, at 59.57 percent, while Mizoram seemed to have the highest female literacy rate, at 89.4 percent.

Position of Literacy of Arunachal Pradesh in All India Level

Table 3.6 presents the literacy rate of Arunachal Pradesh and India. The gaps between the state and All India Level in terms of literacy can be observed from the table. Although the state's literacy rate has improved from 7.23 percent in 1961 to 66.95 percent in 2011, Arunachal Pradesh's literacy rate remains lower than the national average⁵.

Table 3. 6: Literacy Position of Arunachal Pradesh in All India Level (1951 onward)

Year	Arunachal Pradesh (in percentage)			All India level (in percentage)		
	Male	Female	Person	Male	Female	Person
1951	0	0	0	27.16	8.86	18.33
1961	12.24	1.42	7.23	40.33	15.35	28.3
1971	17.82	3.71	11.29	45.96	21.95	34.45
1981	35.11	14.01	25.54	56.38	29.76	43.53
1991	51.45	29.69	41.59	64.13	39.29	52.21
2001	64.07	44.24	54.74	75.38	54.16	65.38
2011	73.69	59.57	66.95	82.14	65.46	74.04

Source: Researcher compilation from Census Report, 1961, 1971, 1981, 2001 and 2011.

Table 3.6 shows that in the year of 1951 none of the person of Arunachal Pradesh was literate while national level literacy rate was also in very poor condition with 18.33

⁵Padhi S. R., 'Overcoming exclusion and marginalization in education through inclusive approaches: Challenges and vision of Arunachal Pradesh in India', *International Journal of Social Science and Humanity*. Vol.6. No.4, p.256, 2016

percent in which 27.16 percent were male literacy percent and only 8.86 percent of females were literate.

In 1961 literacy rate of Arunachal Pradesh was 7.23 percent with 12.24 male literacy rate and 1.42 female literacy rate. India level literacy rate was 28.3 percent with 40.33 percent male literacy and 15.35 percent female literacy rate in the year of 1961.

In 1971 Arunachal Pradesh literacy rate raised to 11.29 percent with 17.82 percent male and 3.71 percent female literacy rate. While national literacy rate was 34.45 percent with 45.96 male literacy percent and 21.95 percent female literacy rate.

The 1981 census reveal that that Arunachal Pradesh had 25.54 percent literacy rate with 35.11 percent male literacy rate and 14.01 female literacy rates. There was 43.53 percent literacy rate in India with 56.38 percent male literacy rate and 29.76 percent female literacy rate.

In 1991 Arunachal Pradesh literacy rate raised to 41.59 percent with 51.45 percent male and 29.69 percent female literacy rate, while national literacy rate was 52.21 percent with 64.13 percent male literacy rate and 39.29 percent female literacy rate.

In 2001 literacy rate of Arunachal Pradesh was 54.74 percent with 64.07 male literacy rate and 44.24 percent female literacy rate. India level literacy rate was 65.38 percent with 75.38 percent male literacy and 54.16 percent female literacy rate in the year of 2001.

In 2011 census Arunachal Pradesh literacy rate raised to 66.95 percent with 73.69 percent male and 59.57 percent female literacy rate, while national literacy rate is 74.04 percent with 82.14 male literacy percent and 65.46 percent female literacy rate.

Right to Education (RTE) in Arunachal Pradesh

In 1961 the first census was taken in the state of Arunachal Pradesh then known as NEFA. At that time the literacy rate was just 7.23 percent compared to 28.30 percent at all India level. During that time NEFA did not have a separate education administrative structure. All the matters relating to education were managed by the political authorities of the areas. There were only three primary schools with 35 children enrolled as per official record of 1961.

The Education Department for NEFA was established in September of 1947. For the first time, Indira Miri, a woman from the Assam plains tribal community of Miris, had been selected as the NEFA's Education Officer. With the support and supervision of

political authorities, the Education Officer was to oversee all aspects of education. The Education Officer from Sadiya was in charge of the administration and monitoring of educational issues because it was the headquarters of NEFA's administrative departments before and after independence. In December 1947, a Teacher Training Institute was founded to provide training to teachers in order to promote education throughout the territory. This Institute's trained teachers were deployed to various parts of the country to open new schools. The Assam Education Manual, Syllabi, and Curricula were followed until 1972, when English became the medium of education. The position of Education Officer was abolished in 1956, and the position of Director of Education was established. Shri Shyam Lal Soni was appointed as the first Director of Education on November 20, 1956.

On October 28, 2010, the former Directorate of School Education was split into two separate Directorates, namely:

1. The Directorate of Elementary Education.
2. The Directorate of Secondary Education.

The Directorate of Elementary Education is in charge of the entire Elementary Education system, from Class I to VIII. As defined in the RTE Act 2009, the Department of Elementary Education is committed to providing "Free and Compulsory Education" to all children aged 6 to 14 years. Since 2010, the RTE Act of 2009 has been effectively implemented in the state of Arunachal Pradesh.

The Directorate of Secondary Education looks after the Secondary Education system and ensures that students practice the procedures of education departments aim and objective.

Parliament passed the Right of Children to Free and Compulsory Education Act in August 2009, and it came into effect on April 1, 2010. The centre drafted a subordinate law and Model regulations based on this Act to give states with instructions for implementing the RTE Act. The Right of Children to Free and Compulsory Education Rules of Arunachal Pradesh, 2010: The Government of Arunachal Pradesh formulated and implemented "The Right of Children to Free and Compulsory Education Rules, 2010" using the authority conferred by section 38 of the Right of Children to Free and Compulsory Education Act 2009. It got effect in Arunachal Pradesh on May 20, 2010.

Educational Institution After the Implementation of RTE in Arunachal Pradesh

Table 3.7 describes the number of schools before and after the implementation of RTE in Arunachal Pradesh. Papum Pare district being the capital region leads total number of schools with 429 schools followed by Changlang district with 373 schools. While Dibang Valley district is lowest with only 30 schools. Anjaw district follows with only 99 schools.

The district wise educational institution after the implementation of RTE in Arunachal Pradesh has been presented in the below Table 3.7.

Table 3.7: Education Report After the Implementation of RTE

Sl/No	District	Schools before RTE	Schools after RTE	Total school
1	Tawang	118	12	130
2	West Kameng	174	39	213
3	East Kameng	254	52	306
4	Papum Pare	337	92	429
5	Lower Subansiri	226	92	318
6	Upper Subansiri	218	63	281
7	West Siang	269	48	317
8	East Siang	134	29	163
9	Upper Siang	99	28	127
10	Dibang Valley	24	6	30
11	Lohit	90	17	107
12	Changlang	338	35	373
13	Tirap	143	11	154
14	Kurung Kumey	132	65	197
15	Lower Dibang Valley	105	19	124
16	Anjaw	78	21	99
17	Longding	94	6	100
18	Namsai	203	34	237
19	Karadadi	117	55	172
20	Siang	124	12	136
Total		3277	736	4013

Source: Researcher Compilation from Directorate of Elementary and Higher & Technical Education, Itanagar, 2016-17

The Table 3.7 also depicts that there were total 3277 schools before the implementation of RTE in entire Arunachal Pradesh. After implementation of RTE total schools rose to 4013 according to the education report of education of Government of Arunachal Pradesh. The total increment of the schools is 736 after implementation of RTE. After the implementation of RTE Lower Subansiri district and Papum Pare district has increased 92 schools which is highest increase in entire districts. Kurung Kumey district follows up with increment of 65 schools. Longding district and Dibang Valley district has least increased school with only 6 schools in district. Tirap district follows with only 11 increased school. The 2016-2017 education report is based upon the twenty districts of Arunachal Pradesh. The name of the district and the total number of schools are presented in the Table 3.7. In the entire district of Arunachal Pradesh, there are a total of 4013 schools.

Teachers in Arunachal Pradesh

Table 3.8 describes the total number of teachers working the field of education in Arunachal Pradesh. In the twenty districts there are total 22374 teachers working across the entirely different districts of Arunachal Pradesh. Among them 12619 teachers are males and 9629 are female teachers.

Papum Pare district has highest number of male teachers which figures as 1650 and followed by West Siang district with 1313 male teachers. Dibang Valley district with only 97 male teachers is lowest among the districts followed by Siang district with figure of 181.

In the female teacher category Papum Pare leads with 1923 teachers followed by East Siang district with 801 teachers. The district wise teacher report of Arunachal Pradesh has been beautifully present in the below Table 3.8.

Table 3. 8: District Wise Teacher Report of Arunachal Pradesh

S/No	District	Male Teacher	Female Teacher	Total Teacher
1	Tawang	444	381	825
2	West Kameng	654	626	1280
3	East Kameng	813	435	1252
4	Papum Pare	1650	1923	3604
5	Lower Subansiri	998	637	1635
6	Upper Subansiri	744	385	1129
7	West Siang	1313	793	2106
8	East Siang	914	801	1715
9	Upper Siang	530	248	778
10	Dibang Valley	97	65	162
11	Lohit	361	345	706
12	Changlang	968	690	1658
13	Tirap	390	384	775
14	Kurung Kumey	442	246	688
15	Lower Dibang valley	480	374	854
16	Anjaw	267	132	399
17	Longding	246	212	458
18	Namsai	679	530	1209
19	Kara Dadi	448	234	704
20	Siang	181	188	437
Total		12619	9629	22374

Source: Researcher Compilation from Directorate of Elementary and Higher & Technical Education, Itanagar, 2016-17

In overall total Papum Pare has highest number of teachers with figure of 3604 teachers West Siang district follows with 2106 teachers. Dibang Valley district has lowest number of teachers just with 162 teachers and second by Anjaw district with 399 teachers.

District Wise Enrolment of Students in Arunachal Pradesh

Table no 3.9 describes the enrolment of students in different districts of Arunachal Pradesh. There are total 356058 total enrolled students in entire different districts of Arunachal Pradesh. Among which 181028 students are boys and 175030 students are girls. In the student categories Papum Pare district has enrolled highest number of boys

with figure of 27205 followed by Changlang district with 21043. Dibang Valley district with only 666 enrolled boys is lowest among all, Second by Anjaw district with 2137 boys' enrolled student.

The district wise enrolment of students in Arunachal Pradesh has been presented in the Table 3.9.

Table 3.9: District Wise Students Enrolment in Arunachal Pradesh

S/No	District	Boys	Girls	Total
1	Tawang	3450	4745	8195
2	West Kameng	9068	9154	18222
3	East Kameng	10067	10150	20217
4	Papum Pare	27205	27324	54529
5	Lower Subansiri	8782	8434	17216
6	Upper Subansiri	13411	13554	26965
7	West Siang	13060	12663	25723
8	East Siang	11119	10971	22090
9	Upper Siang	4761	4473	9234
10	Dibang Valley	666	651	1317
11	Lohit	6896	6748	13644
12	Changlang	21043	19352	40395
13	Tirap	6652	6319	12971
14	Kurung Kumey	3986	4103	8089
15	Lower Dibang valley	7865	7134	14999
16	Anjaw	2137	2130	4267
17	Longding	8693	7790	16483
18	Namsai	11985	10504	22489
19	Kara Dadi	5217	5156	10373
20	Siang	4965	3675	8640
Total		181028	175030	356058

Source: Researcher Compilation from Directorate of Elementary and Higher & Technical Education, Itanagar, 2016-17

In the girl's category also Papum Pare district leads by 27324 enrolled students. Followed by Changlang district with 19352 enrolled girl students. Dibang Valley district has least enrolled girl student with only figure of 651 followed by Anjaw district with mere figure of 2130 enrolled girl student.

Education Schemes in Arunachal Pradesh

To achieve the universalisation of elementary education, the government of India has initiated number of programs and projects. To fulfil the principles of National Policy

of Education, the government has launched various schemes that would provide equal education to all. The purpose of the schemes is to provide good education through increasing good schools, promoting quality education and to promote equality in education. Following the path of government of India, the government of Arunachal Pradesh also initiated many educational schemes in the state.

The education scheme of Arunachal Pradesh has been divided into two broad categories: Centrally Sponsored Schemes and State Sponsored Schemes.

Centrally Sponsored Schemes

The centrally sponsored education scheme⁶ has been discussed as follows:

Samagra Shiksha Abhiyan

The Integrated Scheme on School Education, or Samagra Shiksha Abhiyan, depicts the 'school' as a continuum incorporating pre-school, primary, upper primary, secondary, and higher secondary levels, as well as teacher education. The scheme's objective is to ensure comprehensive and equitable quality education from pre-school through higher education, in line with the Sustainable Development Goal (SDG) for Education, which was adopted in the 2018-19 school year. Physical access, teachers, teacher training, school infrastructure, teaching learning equipment, ICT, inclusive education, Out of school children, Kasturba Gandhi Balika Vidyalaya, residential hostel, girls hostel, community mobilization, Vocational education, SMC/SMDC training, and other activities are just a few examples.

Teachers Training/Training of Resource Persons

Under the RTE-SSA, an in-service teacher training programme for quality education and capacity building is planned at the block level with the goal of ensuring quality education and keeping classroom teaching engaging, enjoyable, and child-centered through innovative activities.

Mission Shiksha

The 'Mission Shiksha' is an initiative of government of Arunachal Pradesh to improve the education standard in the state. It is a educational campaign that emphasises on depriving system of education in the state, and to provide quality education in the

⁶District Administration of Lohit District, Government of Arunachal Pradesh, 'Education', 2018, Developed and Hosted by National Informatics Centre, Ministry of Electronics & Information Technology, Government of India, *Stable URL: <https://lohit.nic.in/education/>, (12/09/2018 18:30).*

improved educational environment to the students. It also emphasises on uplifting the morale of teachers. Mission Shiksha focuses on seven different areas, including: –

1. School infrastructure development
2. Advancement of technology through ICT and digital projects
3. Centers for Early Childhood Care and Education.
4. DIETs and SCERT provide teacher training.
5. Continuous Teacher and Student Performance Evaluation.
6. Rationalization of teacher postings in accordance with the previously announced transfer policy.
7. Administrative Changes.

Mid-Day Meal

The Ministry of Human Resource Development's Mid-Day Meal Scheme is the largest school feeding programme in the country. It was created by the Government of India with the primary goal of eliminating classroom hunger and providing nutritional support to children in elementary school, as well as encouraging children, particularly from impoverished backgrounds, to attend school frequently.

It was on 15th August 1995 that the Government of India initiated the National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly known as Mid-day Meal Scheme. Simultaneously, Arunachal Pradesh also launched its first Mid-day Meal Programme on 15 August 1995 along with rest of states of India. Initially it was implemented by Department of Civil Supply in the state. But, since 2005-2006 the Department of Education has taken over the charge of MDM scheme program in Arunachal Pradesh. In the initial stage raw rice only was provided to the children but from 2003-2004 onwards honourable Supreme Court of India directed to provide essential infrastructure for serving hot cooked meals to the children. The elements of a Midday Meal Scheme included the following:

1. **Food grains:** The national government provides free food grains to children in grades I to V (100 gm) and classes VI to VIII (150 gm) per child/day meal.
2. **Cooking Cost:** Pulses, locally grown green vegetables, firewood, and seasonal fruits are all included. Primary ₹ 4.13/- per child/day meal; Upper Primary ₹ 6.18/- per child/day meal.

3. Cook-cum-Helper: Cooks are paid an honorarium of ₹2,000 each month for a period of ten months.

4. Transportation: The food grains are transported to schools by a carriage contractor chosen by the district government, who follows all of the scheme's rules.

National Means cum Merit Scholarship Examination (NMMSE)

The NMMSE is a central Government scholarship scheme. Each state and Union Territories of India conducts a test to their students for getting selected in this scholarship. The National Means Cum Merit Scholarship Examination is held every year in November, as per the norms and directives of the Ministry of Human Resource Development in New Delhi. In this system, the state's allotment has been increased from 122 to 150. From Class IX to Class XII, a monthly scholarship of ₹ 1000 is offered. The Ministry of HRD, Government of India, credits the Scholarship funds to the students' bank accounts via Direct Benefit Transfer (DBT).

Pre-Matric Scholarship

Apart from providing stipend, the state government is also operating the centrally subsidised Pre-Matric Scholarship Scheme. Stipend or Pre-matric scholarship are available to students. This scholarship will encourage the parents from economically weak parents to send their child in the school. This will lighten their financial burden on school education of their child.

Adult Education

On 2nd October, 1978 the National Adult education Programme (NAEP) was launched which aimed at eradicating illiteracy among the adults of the age belonging 15 - 35 years. It aims at promoting and imparting literary skills to persons of the economically and socially weaker section of the society. The Programme emphasizes of following objectives:

1. To increase the literacy rate of India particularly concerned to the economically and socially weaker section of the society.
2. To make the adults self-dependent.
3. To build functional capabilities in occupations or vocations of the adults.
4. To make awareness to illiterate adults about their helplessness because of education

State Sponsored Schemes

The state sponsored schemes⁷ has been briefly discussed as below:

Chief Minister's Flagship Programme

Several welfare measures under the Chief Minister's flagship programmes for the benefit and upliftment of children at elementary level are taken up by the government. Number of residential hostels have been established in different parts of the state where stipends have been provided to the students as a financial assistance paid through Direct Benefit Transfer (DBT) system.

Vidya scheme

Since the academic session of 2013-14, the government of Arunachal Pradesh has started a new scheme named "Vidya Scheme" for the promotion and continuation of school education for girl children. The scheme's main goals are to encourage girls to attend school and to prevent underage marriage by giving financial help. This scheme provides a ₹ 10,000/- incentive to a girl child who enrolls in Class VI as a fixed deposit in State Bank of India (SBI), which remains there until the child completes Class XII. The girl child receives the set deposit maturity amount after successfully completing Class XII.

Health & Hygiene Scheme

The Arunachal Pradesh government has developed a Health and Hygiene Scheme to promote menstrual hygiene. This scheme intends to promote the attendance of teenage female students in government and government-aided schools by giving financial help to girls in classes VI to XII. This initiative allocates ₹ 50 per month per girl for the provision of sanitary napkins in order to improve the hygiene of female students and keep them in school throughout their menstrual periods.

Hostel Stipend

Under this scheme, the state government pays a monthly allowance to Arunachal Pradesh's students. Their stipend is paid into an Aadhar-linked savings account. The award of stipend is based on good conduct of stipendiary in the school. In order to receive stipend, monthly attendance is sent to the Directorate of Higher & Technical

⁷Department of Education, Government of Arunachal Pradesh, 'State Schemes', *Official website of Department of Education, Government of Arunachal Pradesh, India, 2018, Stable URL:<http://education.arunachal.gov.in/schems.php>, 12/09/2018 15:30).*

Education department. The Directorate grants the stipend based on class attendance of the student.

Chief Minister's Award for Excellence in Quality Education

The Chief Minister's Award for Excellence in Quality Education is scheme that is launched by the Ministry of Education of Arunachal Pradesh state government. This scheme encourages and give recognitions to the Principals, Headmasters, and Teachers in schools. From the academic session 2013-14, the Govt. of Arunachal Pradesh confers "Best School Award" in the District in the field of quality Education and all-round development of school. This scheme also provides financial assistance as award with certificates.

State Excellence Award for Teachers

The Teacher excellence awards felicitate and recognizes the hard work and effort put by the teachers to impart knowledge and quality education to the students. The Department of Education, Government of Arunachal Pradesh, presents the "State Excellence Award" to the Principals/Head teachers/Teachers of Arunachal Pradesh, which began in the academic year 2013-14. The total number of awards is limited to only 6 (six). Each award comes with a certificate of excellence and a monetary prize of ₹ 50,000/- (Fifty Thousand).

Acharaya Dronacharya Gurukul Yojana

On April 1, 2018, the state's Acharaya Dronacharya Gurukul Yojana was launched. The scheme's goal is to identify brilliant students in Government Schools and Kasturba Gandhi Balika Vidyalaya (KGBV) in order to promote science subjects in the state. This Yojna provide mentoring to meritorious students who want to excel in their field, and promote meritorious students who want to study outside the state.

Chief Minister's Samast Shiksha Yojana

On April 1, 2018, the Chief Minister's Samast Shiksha Yojana was launched. The scheme's major goal is to decentralise planning at the district level, offer a pool of resources for maintaining government schools and colleges, bridge the technology infrastructure gap, and improve the quality of education provided in schools and colleges by distributing funding in the district. This programme does not apply to government-aided schools, private schools/colleges, or central government schools.

Each district will have its own executive committee, directed by the Deputy Commissioner and comprised of all line departments. The district-level committee is made up of the following individuals:

1. Concern district Deputy Commissioner – Chairperson
2. Concern area Member of Legislative Assembly – Member
3. Concern district DDSE – Member secretary
4. Other members – District Planning Officer, District Art & Culture Officer, DIPRO, DMO, DDMO, DDSW&CD, Executive Engineer-PHED, Power, PWD, DFO, RWD, two Principals (One Male & one female), two Principals of College / Polytechnic, co-opted member.

The District Level Executive Committee will develop the Annual Action Plan for the District, bearing in mind the objectives of overall balanced resource distribution and assessment.

Chief Minister's Adhunik Shiksha Yojana

The Chief Minister's Adhunik shiksha Yojana program is being used with help of technology to improve the student and classroom condition of the school. During 2017-18, the State Education Department of the Government of Arunachal Pradesh is attempting to modernise education through innovative IT methods. The scheme is currently in the process of implementing a smart classroom programme in all of the districts.

Sainik School in Arunachal Pradesh.

On September 11th, 2018, the first ever Sainik School in the state was established and opened in Niglok, East Siang District. On the 27th of August 2018, the first batch of 60 cadets began their academic term. Cadets at Sainik School receive a high-quality residential education and are groomed to become future commissioned officers in the Indian Armed Forces.

NCERT Text Books and Uniform

Every year, the Government of Arunachal Pradesh's Department of Education distributes text books to students as a reward. As required by CBSE, the Department obtains text books from NCERT and CBSE, as well as english novels from private publishers. Integrated Scheme for School Education (ISSE) provides free school uniform to students in grades I through VIII as part of the Right to Education programme.

Education Related Awards

INSPIRE Awards-MANAK Scheme

The Department of Science and Technology, Government of India, implements the National Programme Innovation in Science Order to pursue for Inspired Research (INSPIRE) Award-MANAK (Millions Minds Augmenting National Aspiration and Knowledge) for attracting talents to study science and pursue a career in research. It is executed by Department of Science & Technology (DST), Government of India with National Innovation Foundation-India (NIF), It is an autonomous body of DST. This scheme targets to motivate students of age group of 10 -15 years those who are studying in classes 6 to 10.

The school authority at the district level uploads the selected ideas of the students to the INSPIRE Awards-MANAK website. The finest ideas are shortlisted by the National Innovation Foundation (NIF) India and given to the state authority for the project competition and exhibition.

National and State Teacher Award

National Talent Search Examination (NTSE) is a national level scholarship programme organised by the government at the national level. It is conducted for the class 10 student only by NCERT (National Council of Educational Research and Training). The NTS Examination is held every year of November, as per the guidelines and directions of the NCERT, New Delhi. They are divided into two (two) phases: state-level and national-level examinations. In the first stage there is a state level examination in the all the states of India including Union Territories. The second stage of the examination is conducted for the students those who have cleared the first stage. NTSE scholarship is provided to all the students those who have cleared the second stage. The objective of conducting NTSE is to provide scholarship to the talented students to pursue their higher studies through this scholarship.

New Education Policy 2020

The new National Education Policy of 2020 replaces the previous education policy of 1986. National Education Policy of India 2020 (NEP 2020) got approved by Union Cabinet of India on 29 July 2020. The objective of policy is to instil pride of being Indian in thought, intellect, spirit and deeds. It also emphasizes to develop skills, knowledge, values and commitment towards sustainable development, human rights and for global well-being. The new education policy emphasises to reform the school curriculum and

pedagogy by ensuring universal access of education to all. The new education policy emphasis to bring 5+3+3+4 Curricular and Pedagogical Structure. Performance, Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) to be national assessment centre in new education policy.

The new education policy of 2020 provides equitable and inclusive education policy and supports multilingualism and mother tongue language to be taught in school to the children till the attainment of fifth grade. It also suggests governance of school through organizing in clusters and establishing separate system for policy making on academic matters. The new education policy of 2020 emphasises the recruitment of teacher through robust and transparent process and also providing financial support to the weaker section of the society. Establishing common Higher Education Commission of India (HECI), setting up open and distance learning and promoting digital learning and online education are some of the basic features of new education policy of 2020.

The new education policy of 2020 targets to cover up 100 percent Gross Enrolment Ratio (GER) from pre-school through secondary school by 2030 and bring back 2 million out of school children. It also targets to bring a system of education that is inclusive and equitable by 2030 and every child to be graduate from school with at least one skill. The new education system also targets to provide common learning standards in public and private schools.

The foundational principles of NEP are; Access, Equity, Quality, Affordability, and Accountability. It aims at recognizing and strengthening the unique capabilities in students and help them to develop in holistic manner, both in academic and non-academic spheres. Through autonomy, excellent governance, and empowerment, it stimulates out-of-the-box thinking and innovation. The policy aims to develop India into a sustainable, equitable, and competitive knowledge society in the world by providing high-quality education to all.

Major Issues and Challenges on the Growth of Education in Arunachal Pradesh

Notwithstanding the huge achievements by the state in the field of education, there are certain issues and challenges pertaining to various areas which are yet to be addressed. The state does not have its own board of education, and also there is no bureau of textbook.

Low Literacy Rate

Currently, about more than two-fifth of the total population are still illiterate in the state, which indicates that lots of works need to be done yet. This situation is in existence in spite of all the schemes and efforts, so new comprehensive and specific innovation and better implementation of the existing centrally sponsored and state-based schemes need to be given proper care.

Issue of Primary Education in the Interior Villages

One of the factors upon which the quality of education depends is the quality of teachers in the institutions. Acute shortages of educational institutions prevail in Arunachal Pradesh at the current time, particularly the primary schools in the interior areas face lots of difficulties. This is a critical stage in a child's development because the education they acquire at this age lays the groundwork for their physical, mental, emotional, intellectual, and social growth.

Apart from teaching, primary school teachers are also expected to work on other assignment such as population and economic survey, which further hampers the situation. In those schools of interior areas, sometimes only one or two teachers are available, in case of which it becomes sole responsibility to bear the burden of village school teacher and also have to act as multipurpose village functionary.

Since Arunachal Pradesh is mountainous and hilly region there for geographical hindrances are also one of the major issues because of which the schools are not able to be opened in the interior villages of Arunachal Pradesh as there is no proper road and electricity connection.

Lackdaisal attitude of learned and intellectual persons are also one of the major issues which has resulted in low awareness about education. Most of the learned and powerful peoples prepare to reside in the capital region they do not have any concerned to their own villages which results that their own brothers and sisters who are economically weaker remains cut off from educational development and other various development activities⁸.

Corruption is the one of the major challenges for growth of education sector in Arunachal Pradesh. Most of the schemes regarding education sector are implemented only in papers and ground reality is something different. This results in deprivation to the

⁸ Bishwas N. K., 'Development of Education in Arunachal Pradesh: A Critical Study', *AURJ*, pp. 37-45, 1995, Arunachal University, Rono Hills, Itanagar. Arunachal Pradesh, India.

villagers those who really resides in village and have no idea regarding various education schemes and programs.

The present chapter has discussed the emergence of education in Arunachal Pradesh with special reference to RTE Act, 2009. It has been found that Arunachal Pradesh is slow starter in education sector. The genuine education scenario in Arunachal Pradesh began to develop only after it was granted the status of union territory in 1972. The medium of instruction was first Assamese, but later Hindi and English were introduced. Currently, the national approach is used, with the central government's education policies and programmes. The chapter also emphasised that the schools of Arunachal Pradesh follow the NCERT curriculum and are connected with the CBSE in New Delhi. Since then, Arunachal Pradesh has achieved incredible progress in the realm of education, particularly in primary education. Primary schools have been opened in all of the state's interior-most and far-flung places, in every district, and free education is provided up to class VIII standard. According to the 2011 census, Arunachal Pradesh's literacy rate is 66.95 percent, with 73.09 percent male literacy and 59.57 percent female literacy. According to the Director of Elementary and Higher Technical Education's 2016-2017 report, Arunachal Pradesh has a total of 4013 schools, with the Papum Pare district having the most educational institutions (429), which is also the researcher's study region. The next chapter deals with profile of study area and the sample for the present study.

CHAPTER – IV
EMERGENCE OF EDUCATION
WITH SPECIAL REFERENCE
TO RTE IN PAPUM PARE
DISTRICT

CHAPTER - IV

EMERGENCE OF EDUCATION WITH SPECIAL REFERENCE TO RTE IN PAPUM PARE DISTRICT

Chapter three discussed the evolution of education and RTE in Arunachal Pradesh. The chapter also provided the outline of the education scenario and scheme related to education in various district of Arunachal Pradesh. Further, New Education Policy and major challenges regarding the growth of education has been discussed. The present chapter deals with the emergence of education and RTE in Papum Pare district. The chapter has been divided into two sections. The first section deals with the administrative set up and demography & socio-economic activities of Papum Pare district. The RTE and education scenario of Papum Pare district has been discussed in the second section.

Background

The nomenclature of Papum Pare district can be traced to the mighty Papum river and Pare river, a tributary of Brahmaputra river. Papum Pare district was created separating from Lower Subansiri district on 22nd September, 1992 and it became the 12th district of the Arunachal Pradesh. The headquarter of Papum Pare district is located at Yupia, about 20 Kms away from Itanagar.

It is Arunachal Pradesh's most populous district. Itanagar, the state capital, is located in the Papum Pare district. Papum Pare district is the most popular district in Arunachal Pradesh. It has major town's namely-Itanagar, Naharlagun, Nirjuli, Banderdewa, Doimukh, Sagalee, Kimin and Balijan. The largest town of Arunachal Pradesh namely-Itanagar and Naharlagun are situated in Papum Pare district of Arunachal Pradesh.

The Nyishis are major ethnic group of Papum Pare district. They are Indo-Mongoloid in origin, and their language is Tibeto-Burman family. Papum Pare district is regarded as the educational hub of Arunachal Pradesh. The first school in Papum Pare district was established in the year 1948 at Doimukh circle.

Administrative set up

The Papum Pare district is divided into 4 sub divisions namely:

1. Sagalee Sub-Division,
2. Doimukh Sub-Division,
3. Kimin Sub-Division and
4. Balijan Sub-Division

The Itanagar capital complex is run independently with its headquarter at Itanagar.

Further, the district has 15 circles with 485 villages and two urban blocks. The district has been divided by 5 Community Development (CD) blocks namely:

1. Sagalee CD block,
2. Mengio CD block,
3. Kimin CD block
4. Doimukh CD block and
5. Balijan CD block.

In the Papum Pare district, two Deputy Commissioners, Deputy Commissioner Capital Complex and Deputy Commissioner Yupia, are in responsibility of maintaining law and order with the support of administrative officers and police forces. The Deputy Commissioner is also in charge of the district's development. The Assam Frontier (Administrative Justice) rule of 1945 empowers village councils to resolve all civil problems and those topics that fall under their purview. However, the Deputy Commissioner and other administrative officers have authority over all matters under the supervision of the Assam High Court, which has appellate and provisional jurisdiction.

The division of administrative set up of Papum Pare district of Arunachal Pradesh is has been systematically presented in the Table 4.1.

Table 4. 1: Administrative Set up of Papum Pare District

Sub-division	Circle	Year of opening	Rank of officer in charge
1.Itanagar Capital Complex	1.Itanagar	1974	Addl. Deputy commissioner
	2.Naharlagun	1974	Deputy Commissioner Capital
	3.Banderdewa	2003	Circle Officer
2.Yupia Sub-Division	1.Doimukh	1948	Extra Asstt. Commissioner
	2.Kimin	1959	Extra Asstt. Commissioner
	3.Balijan	1976	Extra Asstt. Commissioner
	4.Tarasso	2000	Circle Officer
	5.kakoi	2009	Circle Officer
	6.Gumto	2009	Circle Officer
3.Sagalee Sub-Division	1.Sagalee	1979	Addl. Deputy Commissioner
	2.Mengio	1979	Extra Asstt. Commissioner
	3.Leporiang	1989	Circle Officer
	4.Toru	1989	Circle Officer
	5.Pareng	2009	Circle Officer
	6.Silsango	2010	Circle Officer

Source: Researchers Compiled from Statistical Abstract of Papum Pare, 2014-15

In Papum Pare district, there are three legislative Assembly Constituencies, namely, 13th Itanagar constituency, 14th Doimukh Constituency and 15th Sagalee Constituency. It is further divided into fifteen circles and these fifteen circles are namely: Mengio, Leporiang, Parang, Silsango, Sagalee, Toru, Kakoi, Kimin, Doimukh, Balijan, Tarasso, Naharlagun, Itanagar, Gumto and Banderdewa.

Demography of the Papum Pare District

The population of Papum Pare district has been presented in Table 4.2, which have been briefly discussed as below.

Table 4. 2: Population of Papum Pare District

Year	Population	Male	Female
2001	122003	64184	57819
2011	176385	90447	85938

Source: Researcher Compiled from Census of India 2001 and 2011

According to Table 4.2, the Papum Pare district have a population of 1,76,385 in the 2011 Indian census, with male and female populations of 90,447 and 85,938, respectively. In the 2001 census, the Papum Pare district have a population of 1,22,003, with 64,184 males and 57,819 females. During the 2001 census, the Papum Pare district accounted for 12.76 percent of the entire population of Arunachal Pradesh; however, during the 2011 census, the Papum Pare district accounted for 11.11 percent of the total population of Arunachal Pradesh.

In addition, the population of the Papum Pare area increased by 67.56 percent between 1991 and 2001. In comparison to the population in 2001, the census of India 2011 shows a 44.57 percent decrease in population.

The Papum Pare district covers 3,462 square kilometres. According to the 2011 Census of India, the population density of the Papum Pare district was 51 people per square kilometre, up from 35 people per square kilometre in 2001. Furthermore, the Papum Pare district's sex ratio was 950 per 1000 male during the 2011 census, compared to 901 during the 2001 census. According to census 2011 data, India's average national sex ratio is 940. The child sex ratio in 2011 census data is 963 girls per 1000 boys, compared to 976 girls per 1000 boys in 2001 census data.

Changing Patterns of Socio-Economic Activities

Agriculture has always been, and will continue to be, the district's main source of income. It is the district's largest employment and one of the major contributors to net district domestic product. Agricultural activities employ the vast majority of the district's workforce. Another key source of income is the raising of livestock such as Mithun, cattle, poultry, and pigs. Weaving, carpentry, handicrafts, and blacksmithing (local swords) are among the traditional cottage industries that are being revived.

In the recent times socio-economic activities of the local people are transforming very fast. Earlier, the local people used to do their work with outdated traditional tools in field of agriculture, horticulture, handicraft, etc. But the time has changed, now people have started using sophisticated or modern tools in their work especially in field of agriculture, horticulture and handicraft. in Papum Pare district most of the local work force in agriculture, horticulture and handicraft field are illiterate and literate people are step aside from these filed.

Further, with rise in literacy rate and growth of modern education, young people prepare white color jobs, which have resulted in changing their lifestyle. In a situation of

low private investment, less entrepreneurial skills and less government jobs, the young and energetic people of Papum Pare district are compelled to become unemployed. As a result, the human resources of the study area are not properly utilized.

The district lacks sufficient food grain production, which is managed by FCI's supply of rice and wheat. In recent years, non-traditional crops such as spice, rubber, and sugarcane have gained appeal, promising to transform agriculture from a subsistence activity to an economically profitable one. Organic farming can generate the highest quality agro-based, horticulture, and floriculture products since the soil is exceptionally fertile.

The tribal population (S/T) of the Papum Pare district coexists with a floating population of businessmen, labourers who have come from outside the state in search of work, and government officials. Despite having a small plot of land inherited from forefathers, a cross section of the tribal population inhabiting the study region is very poor and marginal farmers who live hand to mouth throughout the year. They cultivate paddy and other crops to feed their families for a maximum of 6 months, then supplement their income by working as daily labourers for other well-off farmers for the remainder of the year, leaving them insufficient to support their families throughout the year.

RTE in Papum Pare District

On August 4, 2009, India's Parliament passed the Right of Children to Free and Compulsory Education Act, often known as the Right to Education Act (RTE). Under Article 21A of the Indian constitution, this Act specifies the procedures and necessity of free and compulsory education for children aged 6 to 14. Following in the footsteps of the Indian government, Arunachal Pradesh's government passed the Arunachal Pradesh Right of Children to Free and Compulsory Education Rules, 2010: The Government of Arunachal Pradesh formulated and implemented "The Right of Children to Free and Compulsory Education Rules, 2010" using the Authority conferred by section 38 of the Right of Children to Free and Compulsory Education Act 2009. It took effect in Arunachal Pradesh on May 20, 2010.

In Papum Pare district, the Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010 was first implemented. There are eight parts in this education rules. They are as follows:

1. Part – I : Discussed the meanings of various terminology used in the rules.
2. Part – II : Discusses children's right to free and compulsory education.
3. Part – III : Covers the government's and local government's roles and responsibilities, among other things.
4. Part – IV : Examines the school's and instructors' obligations.
5. Part – V : The School Management Committee is the focused.
6. Part – VI : Deals with teacher qualifications and other relevant topics.
7. Part – VII : The curriculum and completion of primary education are the focused.
8. Part – VIII : Focused on the protection of children's rights.

In fact, the Arunachal Pradesh government's spirit is comparable to that of the Right to Education Act of 2009. It also covers difficulties relating to the application of rules in different contexts. The state government framed the Education Act-2010 after the imposition of the Right to Education Act-2009, and several rules were framed by Government notification ED2/167/2009 dated August 19, 2010, but it is not being implemented properly in the state as a whole, and particularly in the Papum Pare district as per demanded by the Arunachal Pradesh Elementary Teachers Association (APETA) on 25th November, 2017. However, the emergence of education sectors in Papum Pare district has been somewhat accelerated after the implementation of the Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010 under the aegis of RTE Act, 2009.

Education Scenario of Papum Pare District

The Papum Pare district remained in darkness till 1947 without a single educational institution and almost the entire population was illiterate. During that time, only a few of the Nyishis (inhabitant of Papum Pare district) who lived along the foothills had accessed elementary education from some schools in North Lakhimpur district in state of Assam. During that time, home remained the only place where local children could learn about traditional ways of living and crafts from their parents.

The two foremost educational institutes, both Lower Primary School, were established at Kure and Pap villages in Ziro valley of Lower Subansiri district on 1948-

49. Kandarpa Nath Ojha became the first teachers of Kure Primary School at Kure village and Probhat Chandra Saikia became the first teacher of Pap Primary Schools at Pap village. Both of these two schools could not survive for long and had ended dramatically. School at Kure village was closed when Ojha died of Malaria in July 1949. Whereas the other school of Pap village was gutted by fire on 11th June 1949. The school has not been reopened after that, and the teacher was transferred to Doimukh in August 1949 to join in lower primary school. Later on, however, another new school was established at Ziro with the beginning of an administrative centre at that place. But the response to receive education by the local people at that time was very poor, and the attendance remained minimum. To strengthen the educational activities in the district, an organization was set-up by the education department in 1949. More possibilities for educational development were explored during the First-Five Year Plan. In 1952-53, the whole Lower Subansiri district only had three lower primary schools; at Ziro, Pittapool and Doimukh. The total number of students had increased to 223 during that time.

During the second Five Year Plan of 1956-61, more emphasis was given on consolidation than expansion of educational activities, due to which only two new schools were opened. Programme of educational expansion was again boosted during the third Five Year Plan in 1973-74, after which the number of schools in the Lower Subansiri district increased to 90, of which 78 were Primary Schools, 9 Middle Schools, and 3 Higher Schools.

Literacy Rates in Papum Pare

Literacy Rate of Papum Pare District Before Implementation of RTE:

The literacy rate of Papum Pare district before the implementation of RTE Act, 2009 has been presented in the Table 4.3 as below.

Table 4. 3: Literacy Rate of Papum Pare District before RTE Implementation

Person	1991	2001
Male	51.1	77.27
Female	30.7	60.35
Total	41.6	69.32

Source: Researcher compiled from Census of India, 1991 and 2001

The literacy rate of Papum Pare district during 1991 was 41.6 percent out of which 51.1 percent was male literacy rate and 30.7 percent was female literacy rate. Further, as per 2001 census, the literacy rate of Papum Pare was 69.32 percent. The literacy rate of

male was 77.27 percent while female literacy rate was 60.35. The trend of literacy rate of Papum Pare district has increased 27.72 percent from 1991 to 2001.

Literacy Rate of Papum Pare After Implementation of RTE:

The literacy rate of Papum Pare district after the implementation of RTE Act has been presented in the Table 4.4 as below.

Table 4. 4: Literacy Rate of Papum Pare District after Implementation of RTE

Person	Population	Literacy rate (%)
Male	68458	87.33
Female	56971	76.65
Total	125429	82.14

Source: Researcher compiled from Census of India, 2011

Census of 2011 describes that total literacy rate of Papum Pare was 82.14 percent, in numbers it was 125429. Male literacy rate was at 87.33 percent, in numbers it was 68458 and female literacy rate was 76.65 percent which numbers in 56971.

However, after analyzing the Table 4.3 and Table 4.4, it has been found that before implementation of RTE Act in Papum Pare district, literacy rate was increased by 27.72 percent from 1991 to 2001 which more than that of 12.82 percent increased from 2001 to 2011.

Literacy Rate of Papum Pare district and Arunachal Pradesh:

The literacy rate of Papum Pare district and Arunachal Pradesh from the year 2001 -2011 has been presented in the Table 4.5 as below.

Table 4. 5: Comparison of Literacy Rate Between State and Study Area

State and District	Literacy rate (%)					
	Persons		Male		Female	
	2001	2011	2001	2011	2001	2011
Arunachal Pradesh	54.34	66.95	63.83	73.69	43.53	59.57
Papum Pare	69.32	82.14	77.27	87.33	60.35	76.65

Source: Researcher compiled from Census of India 2001 and 2011

The Table 4.5 describes the comparison of literacy rate between Papum Pare district and Arunachal Pradesh from the year of 2001 and 2011. In 2001 literacy rate of Arunachal Pradesh was 54.34 percent of which 63.83 percent was of male and 43.53 percent was of female. While in 2001 literacy rate of Papum Pare district was 69.32 percent of which 77.27 percent was of male and 60.35 percent was of female.

In 2011 literacy rate of Arunachal Pradesh was 66.95 per cent of which 73.69 per cent was of male and 59.57 per cent was of female. While in 2011 literacy rate of Papum Pare district was 82.14 percent of which 87.33 percent was of male and 76.65 per cent was of female.

Government Educational Institutions in Papum Pare District

The government educational institutions in Papum Pare district of Arunachal Pradesh presented in the Table 4.6 as below. Education is the vital area to fortify the growth of socio-economic development in Papum Pare district as particular and Arunachal Pradesh as whole. The education situation is progressively improving in Papum Pare district of Arunachal Pradesh as by both state and central government have initiated several plans and projects in relation to education sector.

Table 4. 6: Education Institution in Papum Pares District as on 31st March, 2015

Educational Institution	Units in numbers
University	1
College	2
Higher Secondary school	8
Secondary school	13
Middle School	89
Primary School	198
Total	311

Source: Researcher compiled Statistical Handbook of Papum Pare District, 2014-2015

Furthermore, there are local Non-Governmental Organisations (NGOs) in the state that have launched a number of projects to raise public awareness about the need of education in rural areas. Important educational institutes in the Papum Pare district include Rajiv Gandhi University, North Eastern Regional Institute of Science and Technology (NERIST), Dera Natung Government college, Don Bosco college, Kendriya Vidyalaya I and II, Delhi Public School, Donyi Polo Viyabhawan, King Cup School, Gyan Ganga School, Baptist Mission School, Him International School, Royal International School and so on.

The above Table 4.6 depicts the number of government educational institutions in Papum Pare district of Arunachal Pradesh as on 31-03-2015. The table shows that there are total of 311 government educational institutions within Papum Pare District, out of

which are 1 University, 2 Colleges, 8 Higher Secondary Schools, 14 Secondary Schools, 89 Middle Schools and 198 Primary Schools.

Circle Wise Government Educational Institutions:

The circle wise distribution of government of Arunachal Pradesh educational institution in Papum Pare district as on 31st March, 2015 is presented in the Table 4.7. Out of 311 government educational institution, 44 institutions are located at Itanagar circle, which includes 1 College, 2 Higher Secondary Schools, 2 Secondary Schools, 15 Middle Schools and 24 Primary Schools. Naharlagun circle consists of 35 educational institutions, it includes 2 Higher Secondary Schools, 2 Secondary Schools, 12 Middle Schools and 19 Primary Schools. Balijan circle has 17 educational institutions, it consists of 1 Higher Secondary School, 4 Middle Schools and 12 Primary Schools.

Table 4. 7: Circle Wise Distribution of Government Education Institution in Papum Pare District

Name of circle	University	College	Higher Secondary School	Secondary School	Middle School	Primary/Pre-Primary School	Total Institution
<i>Itanagar</i>		<i>1</i>	<i>2</i>	<i>2</i>	<i>15</i>	<i>24</i>	<i>44</i>
<i>Naharlagun</i>			<i>2</i>	<i>2</i>	<i>12</i>	<i>19</i>	<i>35</i>
<i>Balijan</i>			<i>1</i>	<i>0</i>	<i>4</i>	<i>12</i>	<i>17</i>
<i>Tarasso</i>				<i>1</i>	<i>3</i>	<i>15</i>	<i>19</i>
<i>Sangdupota</i>				<i>1</i>	<i>5</i>	<i>25</i>	<i>31</i>
<i>Doimukh</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>6</i>	<i>12</i>	<i>21</i>
<i>Gumto</i>				<i>1</i>	<i>3</i>	<i>1</i>	<i>5</i>
<i>Kimin</i>			<i>1</i>		<i>4</i>	<i>8</i>	<i>13</i>
<i>Kakoi</i>					<i>2</i>	<i>5</i>	<i>7</i>
<i>Toru</i>				<i>1</i>	<i>4</i>	<i>8</i>	<i>13</i>
<i>Sagalee</i>			<i>1</i>	<i>1</i>	<i>10</i>	<i>19</i>	<i>31</i>
<i>Leporiang</i>				<i>1</i>	<i>4</i>	<i>13</i>	<i>18</i>
<i>Pareng</i>				<i>1</i>	<i>2</i>	<i>2</i>	<i>5</i>
<i>Mengio</i>				<i>1</i>	<i>4</i>	<i>13</i>	<i>18</i>
<i>Banderdewa</i>				<i>1</i>	<i>6</i>	<i>14</i>	<i>21</i>
<i>Silsango</i>					<i>5</i>	<i>5</i>	<i>10</i>
Total	1	2	8	14	89	198	311

Source: Researcher compiled from DDSE, Papum Pare, Yupia, 2015

Similarly, Doimukh circle has 23 educational institutions, which includes 1 University, 1 College 1 Higher Secondary Schools, 2 Secondary Schools, 6 Middle

Schools and 12 Primary Schools. Gumto circle has 4 educational institutions, out of which 3 are Middle Schools and 1 Primary School. Kimin circle consists of 13 educational institutions, which includes 1 Higher Secondary School, 4 Middle Schools and 8 Primary Schools. Further, Sagalee circle consists of 31 educational institutions, which includes 1 Higher Secondary School, 1 Secondary School, 10 Middle Schools and 19 Primary Schools. Mengio circle has 18 educational institutions, out of which 1 is Secondary School, 4 are Middle Schools and 13 are Primary Schools. The last field survey area i.e., Banderdewa circle has 21 educational institutions, which includes 1 Secondary School, 6 Middle Schools and 14 primary schools.

Institution Wise Students in Papum Pare District

The institution wise distribution of government of Arunachal Pradesh educational institution students in Papum Pare district of as on 31st March, 2015 presented in the Table 4.8 as below.

Table 4. 8: Institution Wise Students in Papum Pare District

Name of Institution	Total Number of Students		
	Boys	Girls	Total
Higher Secondary School	5089	5251	10340
Secondary School	2088	2319	4407
Middle School	6733	7778	14511
Primary/Pre-Primary School	3943	4092	8035
Total	17853	19440	37293

Source: Researcher compiled from DDSE, Papum Pare, Yupia, 2015

The Table 4.8 depicts the institution wise classification of students in Papum Pare district as on 2014-2015. It shows that there were total 37293 students in Papum Pare district, out of which 17853 were boys and 19440 were girls. Among them, 10340 students were in higher secondary, out of which 5089 were boys and 5251 were girls. Among the 4407 students in secondary school, 2088 were boys and 2319 were girls. Total of 14511 students were in middle school, out of which 6733 were boys and 7778 were girls. There were 8035 students in primary school, out of which 3943 were boys and 4092 were girls.

Class Wise Students in Papum Pare District

The class wise student distribution of government schools of Arunachal Pradesh in Papum Pare district as on 31st March, 2015 is presented in the Table 4.9. In class 1, there

were a total of 5861 students, with 2950 boys and 2911 girls. In class 2, a total of 3678 pupils were enrolled, with 1911 boys and 1767 girls. A total of 3156 students were enrolled in class 3, with 1444 boys and 1712 girls. In class 4, there were a total of 2900 students, with 1346 boys and 1554 girls. In class 5, there were a total of 2640 students, 1210 boys and 1430 girls. 3060 students were enrolled in class six, with 1349 boys and 1711 girls.

Table 4.9: Class Wise Student of Government Schools in Papum Pare District

Class	Total Number of Students		
	Boys	Girls	Total
Class-I	2950	2911	5861
Class-II	1767	1911	3678
Class-III	1444	1712	3156
Class-IV	1346	1554	2900
Class-V	1210	1430	2640
Class-VI	1349	1711	3060
Class-VII	1359	1593	2952
Class-VIII	1457	1592	3049
Class-IX	1503	1635	3138
Class-X	1334	1324	2658
Class-XI	1317	1244	2561
Class-XII	817	823	1640
Total	17853	19440	37293

Source: Researcher compiled from DDSE, Papum Pare, Yupia, 2015

There were 2952 students in class 7, 1359 of them were boys and 1593 of those were girls. In class 8, there were a total of 3049 students, with 1457 boys and 1592 girls. In class 9, there were a total of 3138 students, 1503 who were mostly boys and 1635 of which were girls. Total of students in class 10 was 2658, of which 1334 were boys and 1324 were girls. In class 11 total numbers of students were 2561 of which 1317 were boys and 1244 were girls. There were 1640 students in class 12 of which 817 were boys and 823 were girls.

School Teacher's Scenario in Papum Pare District

The school teacher's distribution of government schools in Papum Pare district of Arunachal Pradesh as on 31st March, 2015 is presented in the Table 4.10. as below.

The data in Table 4.10 is taken from the Papum Pare District handbook 2014-15, which depicts the total numbers of teachers in working under government institutions. It shows the classifications of 1747 teachers in the district according to the institution that

they are engaged in. It can be observed that 174 teachers are included from higher secondary school, 213 from secondary school, 842 from middle school, and 518 from primary/pre-primary school.

Table 4. 10: Institution Wise Teachers in Papum Pare District

Name of Institution/Schools	Total Number of Teachers				Total (Teachers)
	Trained		Untrained		
	Male	Female	Male	Female	
Higher Secondary School	53	52	28	41	174
Secondary School	53	39	70	51	213
Middle School	91	172	280	299	842
Primary/Pre-Primary School	23	34	249	212	518
Total	220	297	627	603	1747

Source: Researcher compiled from DDSE, Papum Pare, Yupia, 2015

Among the 517 were trained teachers, 53 male and 52 females were from higher secondary school, 53 male and 39 females were from secondary school, 91 male and 172 females were from middle school, and 23 male and 34 females were from primary/pre-primary school, which totals to 220 male trained teachers and 297 female trained teachers. Among the 1230 untrained teachers, 28 male and 41 females were from higher secondary school, 70 male and 51 females were from secondary school, 280 male and 299 females were from middle school, 249 male and 212 females were from primary/pre-primary school, which totals to 627 were male and 603 were female.

Description of the Study Area and Sample

The sample of the study consists of 30 head teachers, 30 school teachers, 60 parents and 150 students from 30 Government schools of Papum Pare district of Arunachal Pradesh. Further, the sample of study area has been equally divided i.e., 50 percent each from rural and urban area. The stratified random sampling is used to obtain data. Multi-stage sampling is most commonly used in qualitative research, and it allows researchers to deliberately select individuals based on their research goals, with the expectation that each participant will contribute unique and relevant information for their research.

The details of the schools that has finally considered for the sample in the present study area is presented in the Table 4.11.

Table 4.11: Sample Schools of the Present Study

LOCATLITY: URBAN	
Number of Schools	Name of the Schools
1	Government Middle School, D Sector (Itanagar)
2	Government Primary School, Daria Hill
3	Government Middle School, Nyokum lapang
4	Government Middle School, D Sector, Naharlagun
5	Government Middle School, Model Village
6	Government Middle School, G-Sector, Naharlagun
7	Government Middle School, Rono
8	Government Primary School, Rono
9	Government Higher Secondary School, Doimukh
10	Government Middle School. Karsingsa
11	Government Primary School, Karsingsa
12	Government Primary School, Niya Namchang
13	Government Middle School, Sagalee
14	Government Higher secondary School, Kimin
15	Government Primary School, Kimin
LOCALITY: RURAL	
16	Government Middle School, Gumto
17	Government Middle School, Denka
18	Government Secondary School,Toru
19	Government Primary School, Mowa
20	Government Primary School, Kheel
21	Government Primary School,Ngudangjoha
22	Government Primary School,Apop
23	Government Secondary School,Mengio
24	Girls Residential Model School, Pan
25	Government Primary School Pan
26	Government Primary School, Bello II
27	Government Middle School,Patilla
28	Government Primary School,Chakma Block II
29	Government Primary School,Upper Hollongi
30	Government Middle School,Emchi
Total	30 Schools

Source: Researcher compiled from Field Survey, 2018

Above Table 4.11 depicted that total 30 numbers of schools have been considered for the present study. The 30 numbers of schools have been equally divided into 15

numbers each from rural and urban area. Sample of schools is considered in such a way that it includes 50% from the urban locality and another 50% from the rural locality.

Samples of the Study Area

The final sample size for the present study area i.e., Papum Pare district is shown in the Table 4.12 as below.

Table 4. 12: Sample Size for the Present Study

Category of Respondents	Sample	In percentage %
Head Teachers	30	11.11
Teachers	30	11.11
Students	150	55.56
Parents	60	22.22
Total	270	100

Source: Researcher compiled from Field Survey, 2018

Table 4.12 portrays the total numbers of samples included in this particular study. It can be observed that the total numbers of Head Teachers and Teachers included in this study are 30, which is 11.11% of the total sample each. 150 students, 5 each from the 30 total schools are included, which represents 55.56% of the total sample. The remaining 60 (22.22%) of the total 270 samples are represented by the parents of the students studying in those schools.

Schools Surveyed for the Present Study

The schools that has finally considered for the sample in the present study area i.e., Papum Pare district is presented in the Table 4.13 as below.

Table 4. 13: Number of Schools Considered for the Present Study

Level of Schools	No. of Schools	In percentage (%)
Primary	12	40.00
Middle	14	46.67
Secondary	2	6.66
Higher secondary	2	6.66
Total	30	100

Source: Researcher compiled from Field Survey, 2018

Table portrays the numbers of schools surveyed in this study. Total of 30 schools were taken as a sample, which includes 12 (40%) Primary schools, 14 (46.67) Middle schools, 2 (6.67) Secondary schools, and 2 (6.67%) Higher Secondary schools.

Jurisdiction of Study Area with Considered Sample Schools

The details jurisdiction of the sample's schools that has finally considered for the sample in the present study area i.e., Papum Pare district is presented in the Table 4.14 as below.

Table 4.14: Study Area and Considered Sample Schools

Sl/ No.	Circles	Sample Schools			No. of Schools
1	Itanagar	GMS, Nyokum lapang	GMS, D sector (Itanagar)	GPS, Daria Hill	3
2	Naharlagun	GMS, G-Sector, Naharlagun	GMS, D sector, Naharlagun	GMS, Model village	3
3	Doimukh	GHSS, Doimukh	GMS, Rono	GPS, Rono	3
4	Banderdewa	GP S, Niya Namchang	GMS. Karsingsa	GPS, Karsingsa	3
5	Kimin	GPS, Bello II	GHSS, Kimin	GPS, Kimin	3
6	Gumto	GMS, Emchi	GMS, Gumto	GMS, Denka	3
7	Balijan	GPS, Upper Hollongi	GMS, Patilla	GPS, Chakma Block II	3
8	Sagalee	GPS, Apop	GMS, Sagalee	GPS, Ngudangjoha	3
9	Toru	GPS, Kheel	GSS, Toru	GPS, Mowa	3
10	Mengio	GPS, Pan	GSS, Mengio	GRMS, Pan	3
Total		10	10	10	30

Source: Researcher compiled from Field Survey, 2018

Above Table 4.14 shows the circles from which the schools have been taken for the study. Table also presents that out of 10 selected circles of Papum pare district 3 schools from each circle have been taken for the study.

Sample of School Head Teachers

The details sample size of the school head teachers that has been finally considered for the sample in the present study area i.e., Papum Pare district is presented in the Table 4.15 as below.

Table 4.15: Sample Size of School Head Teacher for Present Study

Head Teachers	No. of Samples	In percentage (%)
Male	26	86.67
Female	4	13.33
Total	30	100

Source: Researcher compiled from Field Survey, 2018

Table 4.15 represents gender wise classification of Head teachers taken in the sample. A total sample of 30 Principals were taken from government schools of Papum Pare district, out of which 26 (86.67%) were male and 4 (13.33%) were female.

Sample of School Teachers

The details sample size of the school teachers that has been considered for the sample in the present study area i.e., Papum Pare district is presented in the Table 4.16 as below.

Table 4.16: Sample Size of School Teacher for the Present Study

School Teachers	No. of Sample	In percentage (%)
Male	18	60
Female	12	40
Total	30	100

Source: Researcher compiled from Field Survey, 2018

A total sample of 30 teachers were taken from government schools of Papum Pare district. 15 Teachers were taken from urban schools and 15 Teachers belong to rural schools respectively. Among them 60 percent were male and 40 percent were female.

Sample of School Students

The details sample size of the school students that has been finally considered for the sample in the present study area i.e., Papum Pare district is in the Table 4.17 as below.

Table 4. 17: Sample Size of the School Students for the Present Study

Students	No. of Sample	In percentage (%)
Male	81	54
Female	69	46
Total	150	100

Source: Researcher compiled from Field Survey, 2018

A total sample of 150 students were taken from government schools of Papum Pare district. A total of 75 students were taken from urban schools and 75 students belong to rural schools respectively. Although the attempt has always been made to select the samples on the random basis, care was also taken to interview from the higher classes so as to make the data more authentic.

Students Sample from Different Classes

The details student sample from different classes is presented in the Table 4.18. It has been observed from the table that the sample includes only 1, i.e. 0.67% of the total students in class I as they are totally unaware about the study and RTE. It can also be observed that total 18 (12%) students are included from class 2 for the present study.

Table 4.18: Details of Students Sample for the Present Study

Different Level of Class	No. of Samples	In percentage (%)
I	1	0.67
II	18	12.00
III	6	4.00
IV	14	9.33
V	20	13.33
VI	6	4.00
VII	42	28.00
VIII	43	28.67
Total	150	100

Source: Researcher compiled from Field Survey, 2018

Above table also depicts that 6(4%) sample from class 3 were taken for study, 14(9.33%) of the sample was taken from class 4, It is also seen that 20 (13.33%) students were selected from class 5 for present study, As randomly sample was selected for the study it is seen that only 6 (4%) sample was taken from class 6, It is also observed that most of the sample that is 42 (28%) number was taken from class 7. As researcher had preferred higher classes for study, the highest sample of 43 (28.67%) was taken from class 8 for giving better result in the study as shown in the table.

Sample Size of Parents

The details sample of parents that has been considered is presented in the Table 4.19 as below.

Table 4.19: Sample of Parents in the Present Study

Parents	No. of Sample	In percentage (%)
Male	29	48.33
Female	31	51.67
Total	60	100

Source: Researcher compiled from Field Survey, 2018

A total of 60 parents of students studying under government schools of Papum Pare district were taken as sample. A total of 30 parents were taken from urban schools and 30 parents belonged to rural schools respectively. Parents were randomly chosen by the researcher for interview but preferred literate parents. Table shows that 48.33 percent are male parents and 51.67 percent are female parents respectively were taken as sample for present study.

Educational Qualification of Parents:

The details educational qualification of parent's sample that has been considered is presented in the Table 4.20 as below.

Table 4.20: Educational Qualification of Parents in Present Study

Educational Qualification of Parents	No. of Sample	In percentage (%)
Illiterate	23	38.33
Primary	16	26.67
Secondary	9	15.00
Higher secondary	4	6.67
Undergraduate and more	8	13.33
Total	60	100.00

Source: Researcher compiled from Field Survey, 2018

It can be observed from the data that 23 (38.33%) of them did not have any formal education, 16 (26.67%) of them had reached primary level of schooling, 9(15%) had reached secondary level, 4 (6.67%) reached higher secondary, 8 (13.33%) had went to college or had studied further.

The present chapter introduces the profile of the study area. It has also presented the administrative set up and demography of the Papum Pare district. The present chapter highlighted the education scenario of Papum Pare district and come to know that literacy rate has got accelerated after the implementation of RTE in the district. The chapter also provided the detailed description of the sample and its size. The next chapter deals with detail analysis and perceptions that stake holders have towards implementation of RTE in the study area.

CHAPTER – V

**PERCEPTION OF DIFFERENT
STAKEHOLDERS REGARDING
RTE IMPLEMENTATION IN
STUDY AREA**

CHAPTER - V

PERCEPTION OF DIFFERENT STAKEHOLDERS REGARDING IMPLEMENTATION OF RTE IN STUDY AREA

The previous chapter discussed the emergence of education with special reference to RTE in Papum Pare district. It also provided the information regarding district administrative, demography, socio-economic activities and education scenario of study area. In addition, selection and description of samples of the present study was presented in the chapter four. The present chapter mainly deals with the field survey study. The chapter is based analysis and interpretation on empirical primary data collected during the field survey study. In addition, the perception regarding the implementation of RTE in the study area will be discussed. The present chapter has been divided broadly into two sections. The first section deals with the analysis of primary data collected from the head teachers, school teachers, students and parents by using graphical representation from table. The second section deals with the interpretation and discussion on the analysis data.

Data Analysis and Interpretation

For achieving the purpose of the study percentage wise analysis of each items of all the stake holders' (head teachers, teachers, parents and students) have been given below.

Perception of Head Teachers on RTE in Papum Pare District

The researcher, in order to find out the perception on RTE and the provision within it, has selected total 30 head teachers from schools within 10 selected circles of Papum Pare district. The head teachers from each school of these circles have been chosen randomly to find out their significant responses with regard to RTE Act, which forms the foundation of elementary education in the nation. The head teacher is one of the main stakeholders with regard to RTE Act-2009, therefore his/her perception plays a vital role. So, the viewpoints of each and every head teacher play a vital role in the development and growth of universalization of elementary education.

Percentage wise data analysis has been plotted in the diagram to show clarity in description which have been further in separately below:

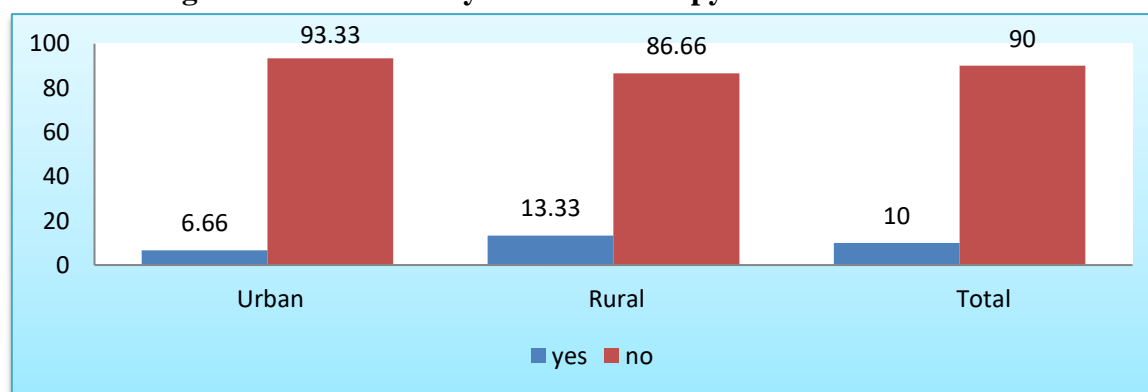
Awareness and Familiarity of RTE Act-2009

During the field survey, the information was sought from head teachers of both the urban and rural government schools on various aspects of RTE Act to understand the level of awareness among the head teacher. It has been found that all 30 numbers of the head teacher, 15 numbers each from the rural and urban schools have agreed that they are trained and aware about the RTE Act, which makes cent percent agreement on the statement that they are aware about the RTE Act as a head teacher of the school.

Availability of RTE Documents

The detail analysis of the availability of RTE Act copy with head teacher of the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.1 as below.

Figure 5. 1: Availability of RTE Act Copy with Head Teacher



Source: Researcher Computation from Field Survey Data, 2018

It is revealed that only 6.66 percent of head teacher of the urban school reported to have copy of RTE Act whereas rest of the urban school head teacher which constitute of 93.33 percent stated that they do not have copy of RTE Act. On the other hand, in case of rural government schools, 86.66 percent of the head teachers are not interested in having copy of RTE Act, whereas only 13.33 percent head teachers have copy of RTE Act.

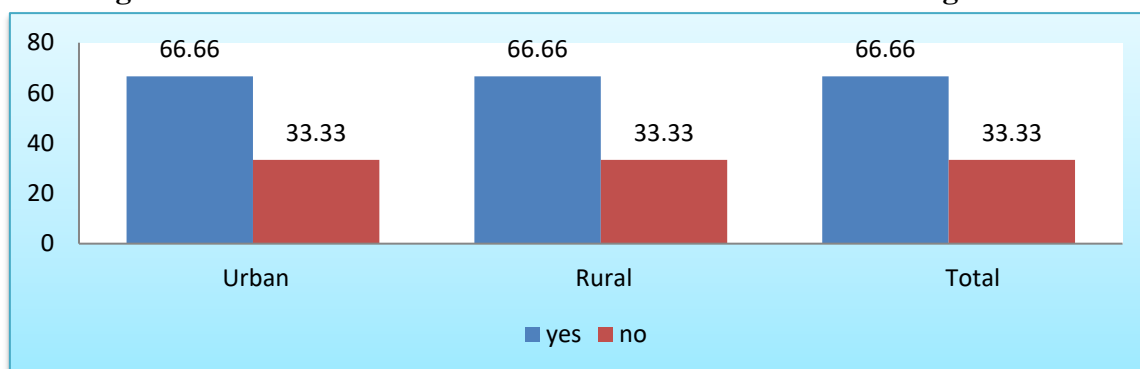
Thus, it has been clearly shown in the Figure 5.1 that total of 10 percent head teacher has copy of RTE Act, which indicates that head teachers of government schools of Papum Pare district are very casual in implementing the norms and rules of RTE Act in the concern school.

Participation of Head teacher in RTE Orientation Programme

The details analysis of the participation of head teacher in RTE orientation programme of the concern government schools that have been taken for the sample in the present study area is presented in the Figure 5.2.

A total of 66.66 percent of urban government school head teacher have reported that they have willingly attended the orientation programme whenever conducted by the higher authorities regarding the RTE and its policies. In contrast 33.33 percent of head teachers in urban government schools denied that they have participated in any of the orientation programme conducted regarding the RTE Act and its policies due to their own reasons.

Figure 5. 2: Presence of Head Teacher in RTE Orientation Programme



Source: Researcher Computation from Field Survey Data, 2018

Coincidentally, it is interesting to know that similar number of head teachers in the rural government schools of Papum Pare district i.e. 66.66 percent have attended the orientation programme on RTE Act and its policies and meanwhile 33.33 percent of government school principals denied in participation citing their own reasons.

Curiosity of Head teacher in RTE Orientation Programme

It is found that all the head teachers of both urban and rural government schools reported that they are very much interested and enthusiastic to participate in the orientation programme regarding RTE Act. All of them are willing to participate in the any of the RTE related orientation programme in the Papum Pare district.

Admission of Children Below 6 Years

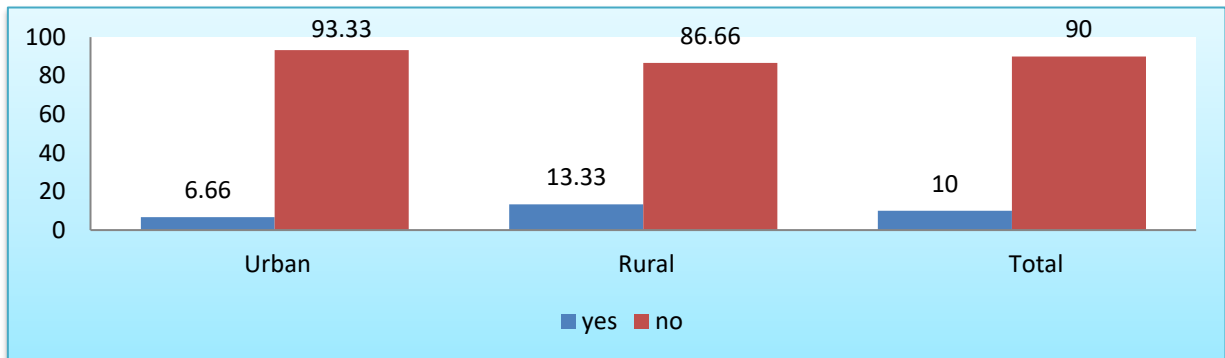
As per the outcome of survey data analysis, it revealed that all the 15 schools each urban and rural area had taken admission of child below 6 years of age, even though there is no mentioning RTE Act of giving admission to child below 6 years of age.

Admission of Children Above 14 Years

The analysis of the items regarding the admission of children above 14 years of age to the concern government schools is presented in the Figure 5.3.

According to the Figure 5.3, it has been reported that only 10 percent of children above 14 years of age have sought admission in the government schools (10%), whereas 90 percent of the government schools did not receive any admission seeking.

Figure 5. 3: Admission of Children Above 14 Years in the Present Study Area



Source: Researcher Computation from Field Survey Data, 2018

Moreover, only 6.66 percent of the government schools of urban area had received students seeking for admission who were above 14 years and they got admitted in the school, whereas more than that of urban government schools, rural government schools reported to received 13.3 percent seeking admission from the children. So, 93.3 percent of the government schools in urban area and 86.6 percent in rural government school area had not received any admission seeking from children above 14 years of age.

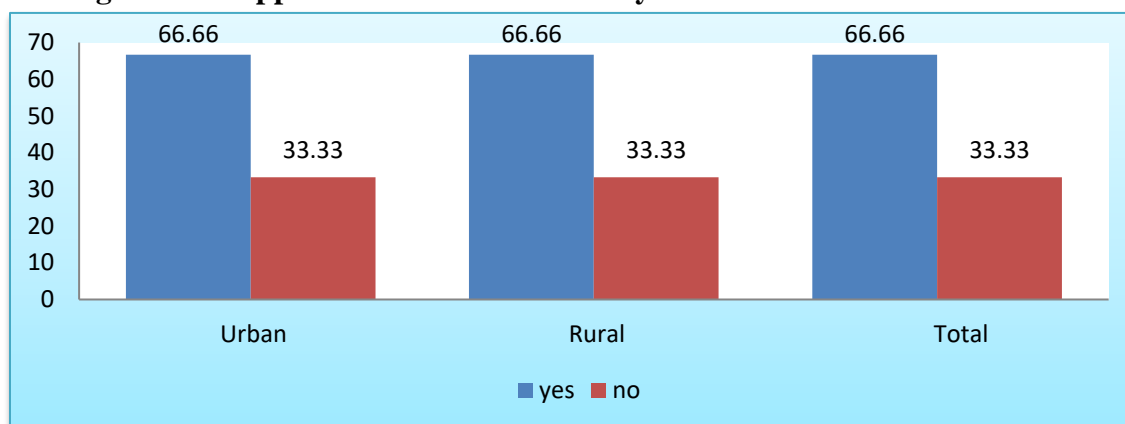
Interestingly, it has been observed during the field survey in the study that maximum numbers of students prefer to admitted in the private school rather than that of government school due to better facilities in private school.

Admission Provided to All Applied Children

The details analysis of the admission provided to all applied children by head teacher of the concern government schools in the Papum Pare district is depicted in the Figure 5.4.

It is revealed from the Figure 5.4 that 66.66 percent of the concern schools head teacher have taken admission to the students who applied for admission in both the government schools of urban and rural area in the study area. Whereas 33.33 percent of head teachers reported that, due to certain reasons some admission seekers had been denied.

Figure 5. 4: Applied Children Admitted by Concern School Head Teacher



Source: Researcher Computation from Field Survey Data, 2018

During the survey period in the study area, it is found that usually numbers of students enrolled are very low in the government schools of rural areas where every admission seeker is given admission without any problem. But denial of admission to the students is higher among the government schools located in urban areas where the numbers of enrollment is very high due to which the students who comes from different areas for seeking admission sometimes gets denied. It has been found that popular system called '*Catchment area and Non-Catchment Area*' is used for the admission in the urban locality government schools in the Papum Pare district of Arunachal Pradesh. The term catchment area refers to the students belonging from the same district.

Issue of Transfer Certificate

In the present study, all the head teachers were interviewed regarding the issue of transfer certificate to the students when they have sought for the transfer certificate. It was reported by the all the head teachers that they never hesitated to issue transfer certificate to the children who seek for it on any valid ground. Till date no head teachers had such issue yet. All the students who requested for changing their school have been granted till date within their tenure.

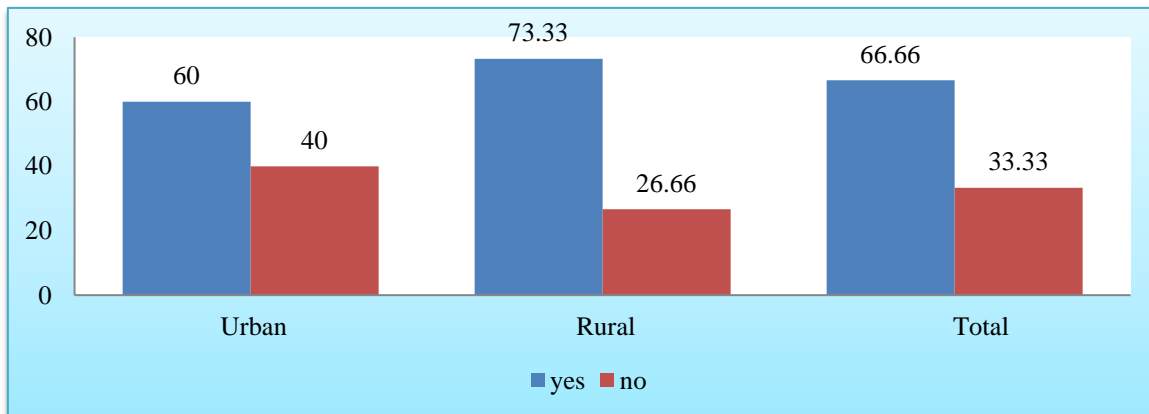
Admission Without Age Proof Document

The details analysis of the children admitted in school without age proof document by head teacher of the concern government schools that have been considered for the sample in the present study area is depicted in the Figure 5.5.

It is shown in the Figure 5.5 that 66.7% of the schools in study area took admission even without any age proof.

During the field study, it has been reported that 60 percent of the head teachers of school in urban areas reported that they had taken admission without age proof. Whereas 40 percent of the head teachers reported that, although they had admitted the students who were below 14 years age, but they had denied giving admission to the children who were above 14 years, in rarest cases.

Figure 5. 5: Children Admitted in School Without Age Proof



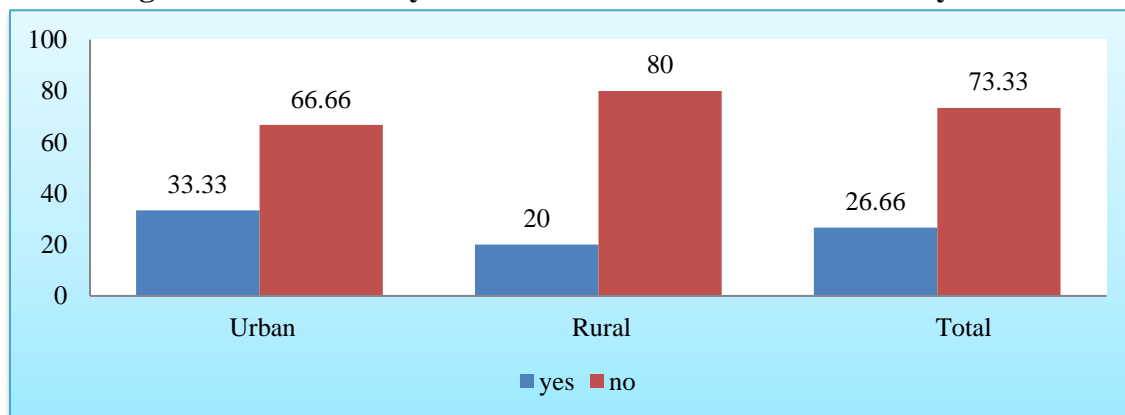
Source: Researcher Computation from Field Survey Data, 2018

Similarly, in case of rural government school 73.33 percent of the head teacher agreed that they have admitted children without age proof while 26.66 percent of them had denied taking admission without age proof to children above 14 years when there is a case of more student enrollment in the school.

Differently Abled Children in the School

The details data analysis of the disabled children in the concern government schools in the Papum Pare district is presented in the Figure 5.6.

Figure 5. 6: Differently Abled Children in School in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.6 that 26.66 percent of the head teachers reported that they have students who are differently abled, while 73.33 percent of the head teachers reported otherwise.

Among them, in the 15 government schools of urban area, 66.66 percent of head teacher reported that there are some disabled children in the school, while 33.33 percent of the head teacher reported that they do not have any disable child in their respective schools.

Similarly, in rural government school 20 percent of the surveyed school head teachers reported that they have some differently abled child while 80 percent of the rural government school head teachers reported so far, they do not have any such students.

Mid-Day Meal Provision

During the field survey it was found that all the head teachers of the schools surveyed by the researcher reported that they provide mid-day meal. But most of the schools of both urban and rural schools reported that they do not provide mid-day meal everyday due to irregular supply of mid-day meal items from the higher authorities. But few of the schools reported that they provide mid-day meal every day to the students from their own salary and later on recover through convergent cost money from government.

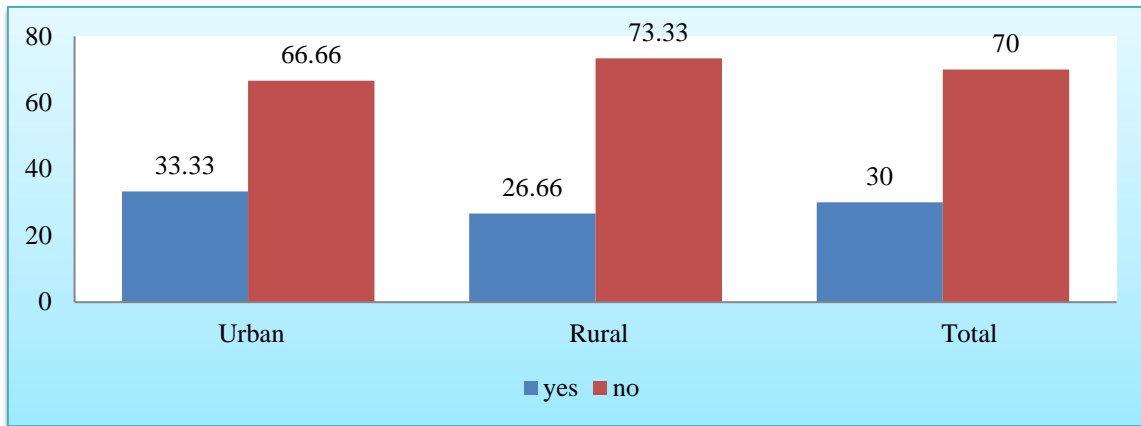
Retention of Student in School for Two or More Years

It is found that 30 percent of the head teachers in Papum Pare district reported that they had to retain some children for 2 or more years due to some unconditional situations while 70 percent of the head teachers surveyed by researcher did not face such situation for detaining any of the child for 2 or more years.

The detail data analysis of the retention of students for 2 or more years in the concern government schools in the Papum Pare district is shown in the Figure 5.7. It is revealed from the Figure 5.7 that in the urban schools of Papum Pare district 33.33 percent of the head teachers had retained the children for 2 or more years while 66.66 percent of the school head teachers informed that they never detained any student more than 2 or more years.

Further, in rural area government schools only 26.66 percent of the school head teachers reported they have retained some of the children for 2 or more years while 73.33 percent reported they had never faced such a situation to retain a child for 2 or more years.

Figure 5. 7: Retention of Students in School for 2 or More Years



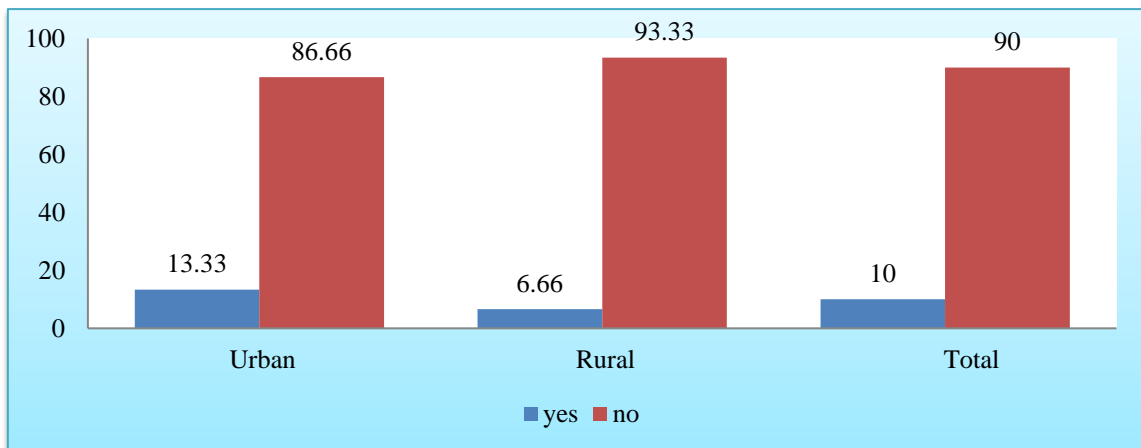
Source: Researcher Computation from Field Survey Data, 2018

During the field study, it has been found that weak or repeated failure student are provided opportunity of 2 or more years to pursue their study in the concern government schools of the study area.

Expulsion of Students in School

The detail analysis of the expulsion of students being notorious in the concern government schools that have been considered for the sample in the present study area is depicted in the Figure 5.8 as below.

Figure 5. 8: Expulsion of Notorious Students from the Concern School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

It can be observed from the Figure 5.8 that unfortunately 10 percent of the government school head teachers had a situation for expelling the child from the school, while 90 percent of the head teachers reported that they never had any such level of situation for which child was required to be expelled from school.

Further, in the urban government school 13.33 percent reported that they have expelled the uncontrollable students from their schools while 86.66 percent of the head teachers said that so far this situation never arose in their schools. Likewise, in rural government schools only, 6.66 percent head teachers reported that they had expelled the child due to uncontrolled situation, while 93.33 percent head teachers reported that they never met such a situation for which expelling of the child from the school could have been the option.

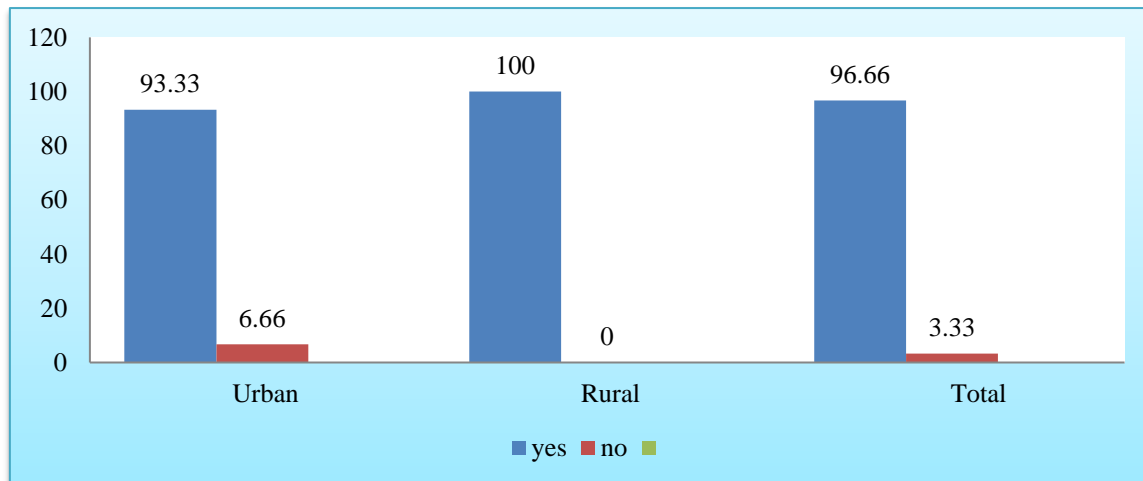
Presence of School Managing Committee (SMC)

During the field study, it has been found that there is 100 percent SMCs in all the government schools as per the report provided to the researcher by government school head teachers of both urban and rural government schools of the study area. These SMCs helps the school authority to run the school day to day activities and function in a normal way.

Presence of Female Member in SMC

The analysis of the presence in female members in the SMC of the concern government schools in the Papum Pare district of is shown in the Figure 5.9 as below.

Figure 5.9: Female Member in the SMC in Study Area



Source: Researcher Computation from Field Survey Data, 2018

From the figure 5.9, it has been found that 96.66 percent of the school head teachers reported that female members are present in the SMC, while 3.33 percent reported that there is no female SMC member in their school. Among them, in urban government school 93.33 percent head teachers reported that there are female members in SMCs who help in monitoring the school activities, whereas 6.66 percent reported that there is no female SMC member in the school.

Interestingly, it is found that 100 percent head teacher of the study area reported that there is female SMC member who helps in running the school smoothly in the rural government school.

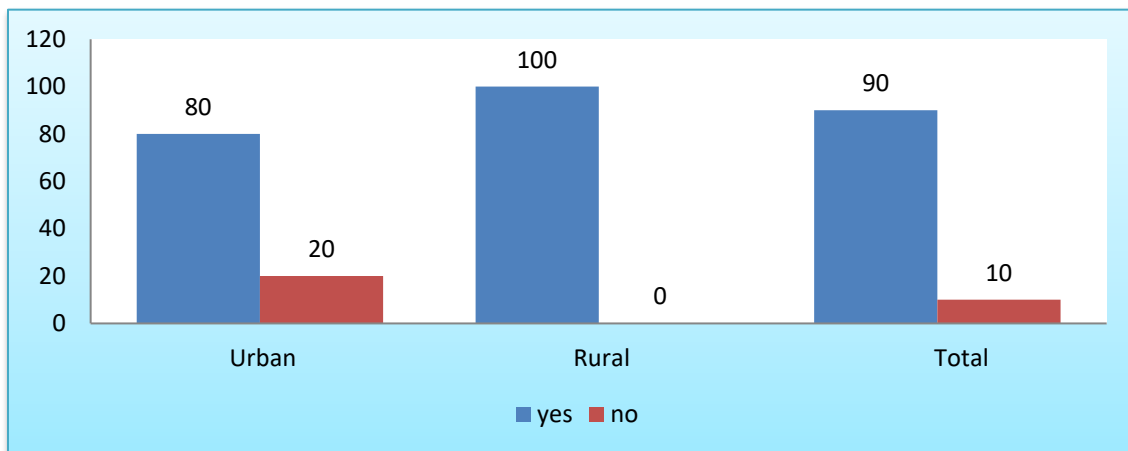
Role of SMC in Monitoring Co-curricular Activities

The detail data analysis of the SMCs role in monitoring co-curricular activities in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.10 as below.

As per the Figure 5.10 that 90 percent of the schools have the support of SMCs in running the school in smooth way. While 10 percent of the concern school authorities feels deprived from this right as they do not have supporting SMCs.

Among them, it is seen that, as per report provided by the school head teachers of the urban schools, 80 percent of the SMC helps in managing the school activities while 20 percent are uninterested to support the school management activities. In rural schools as per the survey report there is cent percent co-operation of the SMCs in managing school activities.

Figure 5. 10: Role of SMC in Monitoring Co-curricular Activities in the Concern School



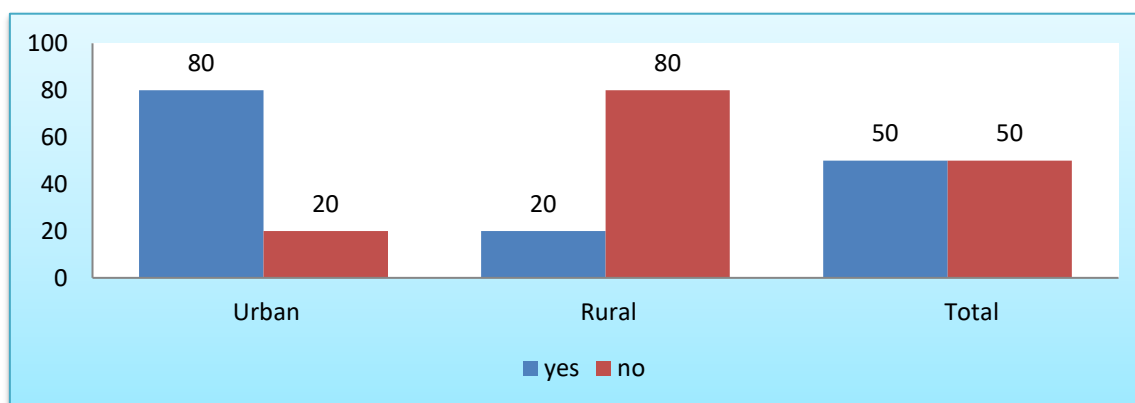
Source: Researcher Computation from Field Survey Data, 2018

During the field study it has been observed that SMCs of concern government schools of the study area are actively performing their duties. Interestingly, SMCs of rural area schools are more active than that of urban locality school.

Awareness of National Council for Protection of Child Rights (NCPCR) and State Council for Protection of Child Rights (SCPCR)

The analysis of the awareness of NCPCR and SCPCR by the head teacher in the concern government schools in the study area has been presented in the Figure 5.11 as below.

Figure 5. 11: Awareness of Head teacher Regarding NCPCR and SCPCR in Study Area



Source: Researcher Computation from Field Survey Data, 2018

It can be seen from the Figure 5.11 that the awareness and non-awareness level of head teachers in Papum Pare district about the of NCPCR and SCPCR are 50 percent respectively. It has been reported during the survey period that half of the head teachers were aware of NCPCR and SCPCR while other half never heard of NCPCR and SCPCR in the government school of the Papum Pare district.

Further, 80 percent of the head teachers from the government school in urban area are aware of NCPCR and SCPCR whereas 20 percent of them reported that they are unaware of NCPCR and SCPCR. Surprisingly in rural government schools, 80 percent of the head teachers reported that they never heard of NCPCR and SCPCR, while 20 percent reported they are aware of NCPCR and SCPCR.

Therefore, it can be concluded that the NCPCR and SCPCR are mostly dormant in the rural government schools of the Papum Pare district.

Free and Compulsory Education for 6-14 Years Children

It has found that cent percent practice of Free and Compulsory Education to the child belonging from 6 years of age to 14 years of age in the schools of both the urban government school and rural government school in the Papum Pare district of Arunachal Pradesh.

In addition, it has been observed during the survey period that parents are very much concern about their child regarding education in the study area.

Reservation Policy in School Admission

It has been reported by the head teachers of the concern government school of the study area that they have never practiced reservation policy in their respective schools during the admission of the children. In rural schools there is scarcity of students and in urban schools' parents prepare private schools for their child as there is more facilities in private schools.

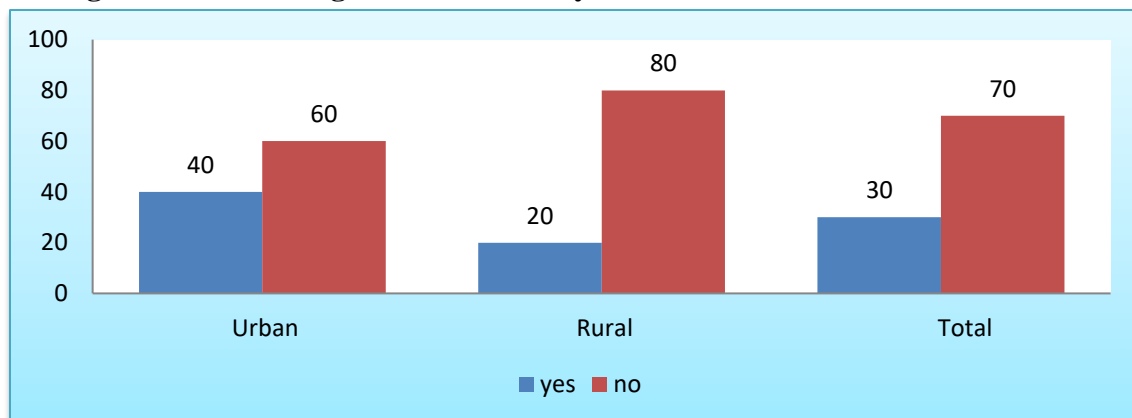
Role of State Advisory Council of Education

The details analysis of the role of state advisory council of education in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.12 as below.

As per the Figure 5.12, 70 percent of the school head teachers reported that state advisory council of education never visited their schools, while 30 percent of the school head teachers reported that state advisory council of education visited their schools.

In urban schools, 40 percent of the head teachers reported that state advisory councils visited their respective schools, while 60 percent of the urban schools reported that state advisory council never visited their school under their charge of head teacher in school. Likewise, in rural government schools only 20 percent of the head teacher reported that state advisory council of education visited the school while 80 percent of the schools in rural areas reported so far, they never heard of it.

Figure 5. 12: Visiting of State Advisory Council of Education in the Schools



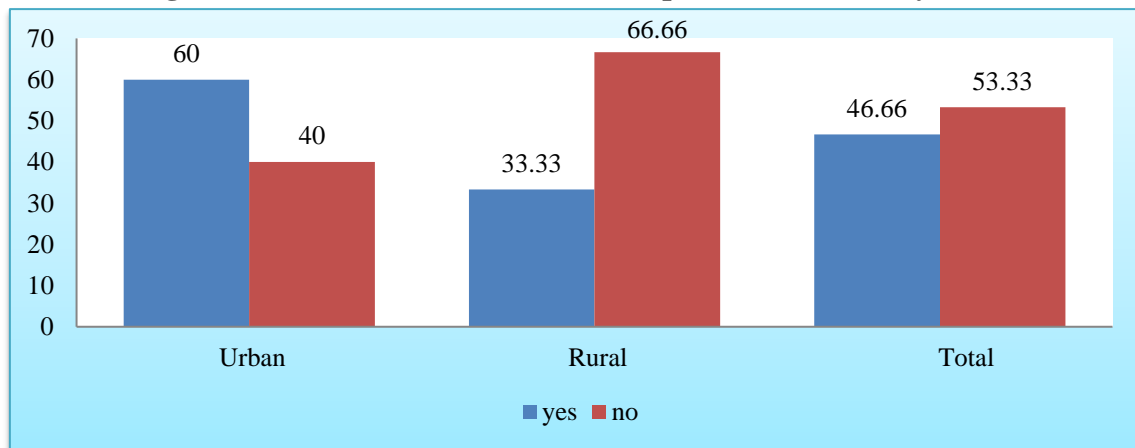
Source: Researcher Computation from Field Survey Data, 2018

As per observation there is need for visit of State Advisory Council of Education in the study area to provide necessary information and direction regarding education policy of the state.

Payment of Staffs as Per Norms

The data analysis of the payment of the school's staffs as per norms in the concern government schools in the Papum Pare is presented in the Figure 5.13 as below.

Figure 5. 13: School Staffs are Paid as per Norms in Study Area



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.13, it has been found that 53.33 percent of the head teachers have reported that some of their staffs are contractual therefore they are not paid as per norms of state government pay scale, while 46.66 percent head teachers reported that all their staffs are regular so all of them are paid as per the norms.

Among the urban schools, it was reported that 60 percent of the staff are in regular post and receives regular payment as per the state government pay scale norms, while remaining 40 percent who are serving under contractual basis are reported to be denied of such privileges. During field survey, some contractual staffs narrated that they are purely dependent on government whims and wishes and sometimes they have launched democratic movement for their right.

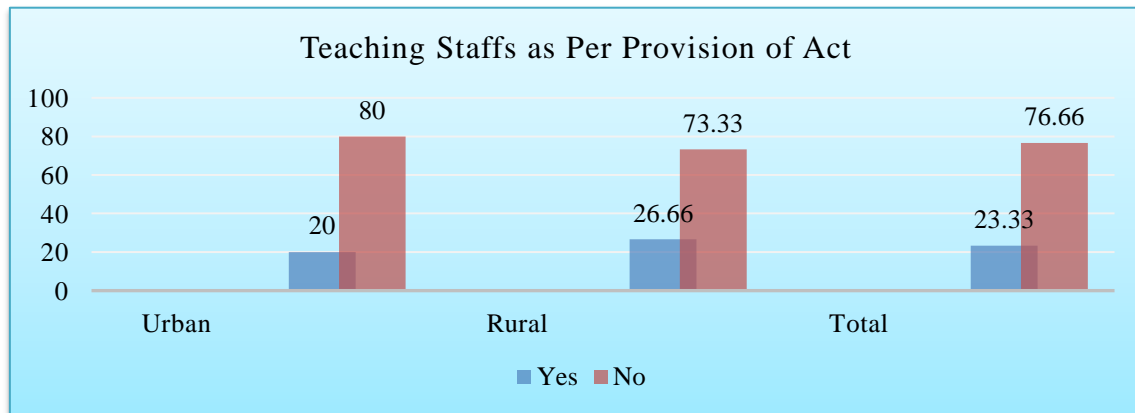
On the other hand, 66.66 percent head teachers of the rural government schools reported that some of their staffs are working under contractual basis, due to which they are denied of their right to be paid monthly as per the state government norms, while 33.33 percent reported that they are regularly paid as per the government norms.

Moreover, head teachers also reported that most of their staffs are under contractual basis.

Teaching Staffs as Per Provision of RTE Act

The analysis of the teaching staffs as per provision of RTE Act in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.14 as below.

Figure 5. 14: Teaching Staffs as per Provision of Act in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

As per the Figure 5.14, only 23.33 percent head teachers reported that they do have sufficient teaching staffs as per the provision while the majority 76.66 percent head teachers reported that they do not have sufficient teaching staffs in their schools as per provision.

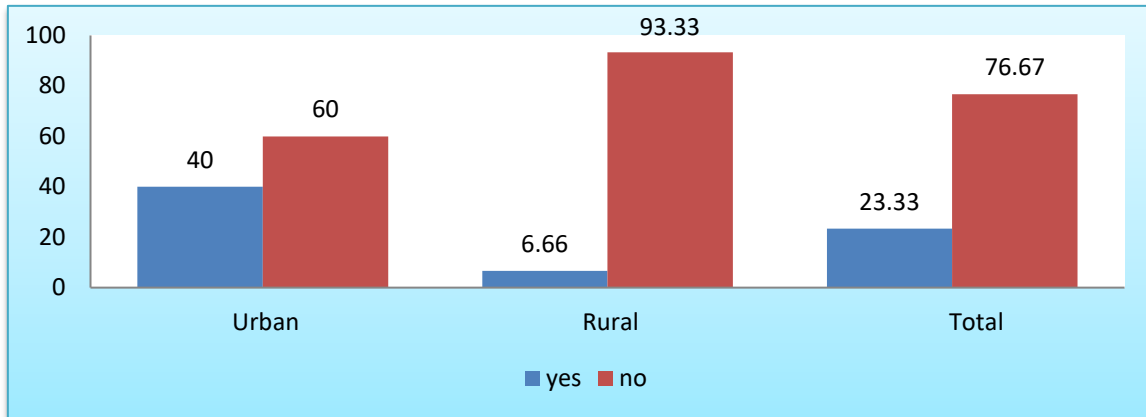
Among the urban schools, 20 percent of the head teachers of the schools surveyed by researcher reported that they do have sufficient teaching staffs as per government norms, while 80 percent head teachers reported that they do not have sufficient teaching staffs as per their school needs. Similarly, in rural school 26.66 percent head teachers reported that they have sufficient teaching staffs while majority 73.33 percent of the head teachers reported they do not have sufficient teaching staff.

Duties Assigned Not Under the Provision of Act

The details analysis of the duties's assignment to the head teacher not covered under the provision of Act in the concern government schools in the is presented in the Figure 5.15.

It has been found that 23.33 percent of the head teachers in the district reported that they have been assigned such duties which are not covered under the provisions, while 76.66 percent of the head teachers reported that they have never been assigned such duties and responsibilities.

Figure 5. 15: Head teacher are Assigned Duties Outside the Provision of Act in Study Area



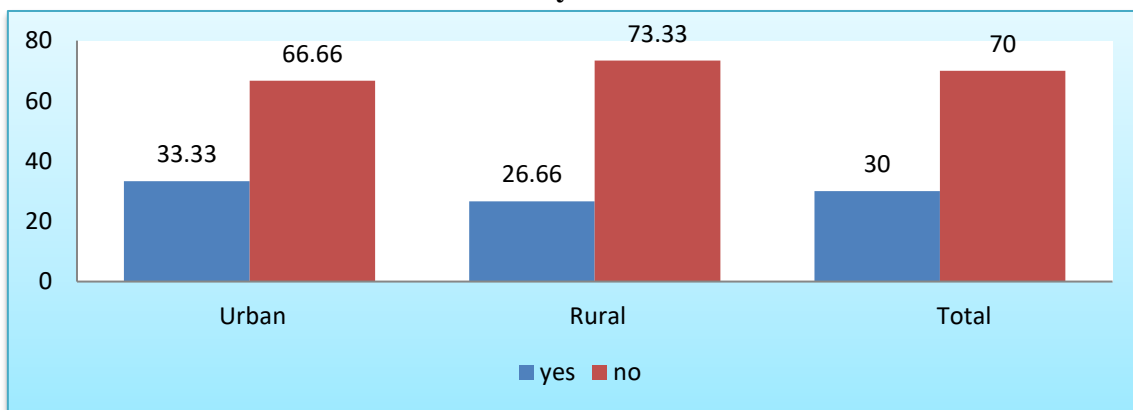
Source: Researcher Computation from Field Survey Data, 2018

As per the Figure 5.15 that 40 percent head teachers have been deputed or assigned duties which are not covered under the provision of the act, while 60 percent of the head teachers surveyed by the researcher reported that they have never been assigned such duties which are not covered under the provision. Similarly, the rural schools only 6.66 percent of the head teachers reported that they have been assigned such duties which are not covered under the provision while 93.33 percent of head teachers in rural schools reported that they have never been assigned such duties and responsibilities.

Increase in Student Enrollment after RTE Act Implementation

The analysis of the data related to increase in student's enrolment after implementation of RTE Act in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.16 as below.

Figure 5. 16: Increase in Student Enrolment after RTE Act Implementation in Study Area



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.16, it is revealed that 30% of the head teachers have reported that there is increase in enrollment of students in the schools after the implementation of RTE Act, while the remaining 60% did not notice any such difference before and after the implementation of the RTE Act.

Among the head teachers of the schools in urban area, 33.33 percent reported that there is increase in enrollment of students in their schools, while 66.66 percent of the head teachers surveyed by the researcher reported that there is no any such increment in student enrollment in the school after enactment of RTE. Likewise, in the rural government school's 26.66 percent of surveyed head teachers reported that there is increment in student's enrollment in the school, while 73.33 percent of the rural head teachers responded otherwise.

During the field study, it is observed that the impact of RTE Act is not effectively implemented in the Papum Pare district.

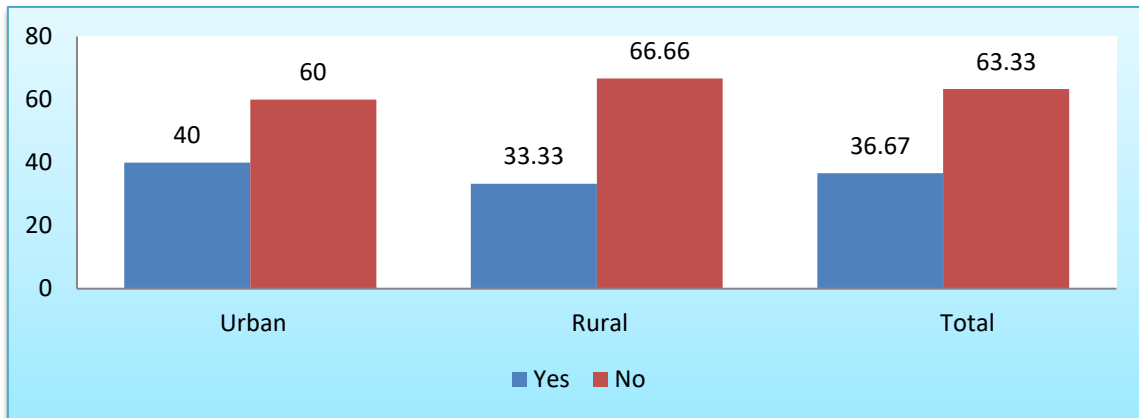
Drop Out Students in School

The details analysis of the drop out students in the concern government schools that have been considered for the sample in the present study area i.e., Papum Pare district is presented in the Figure 5.17 as below.

It is shown in the Figure 5.17 that 36.67 percent of the schools have reported that there were drop out students from the school, while remaining 63.33% reported that they do not have report of students dropping out from the school yet as per their knowledge.

Among the head teachers of schools in urban area, 40 percent reported that there were drop out students in their schools, while the other 60 percent reported that there has been no drop out in their school since their charge as head teacher. On the other hand, among the rural school's 33.33 percent of the head teachers reported that they have drop out students, while 66.66 percent of the head teacher reported otherwise.

Figure 5. 17: Drop Out Students in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

During the field study, it has been found that after the implementation of RTE Act the drop out students from the government schools of the study area has been somewhat reduced.

Training Provision for Drop Out Students

Head teachers of both the urban and rural schools of Papum Pare district surveyed by the researcher reported that there has been no implementation of provision for special training to the drop out students.

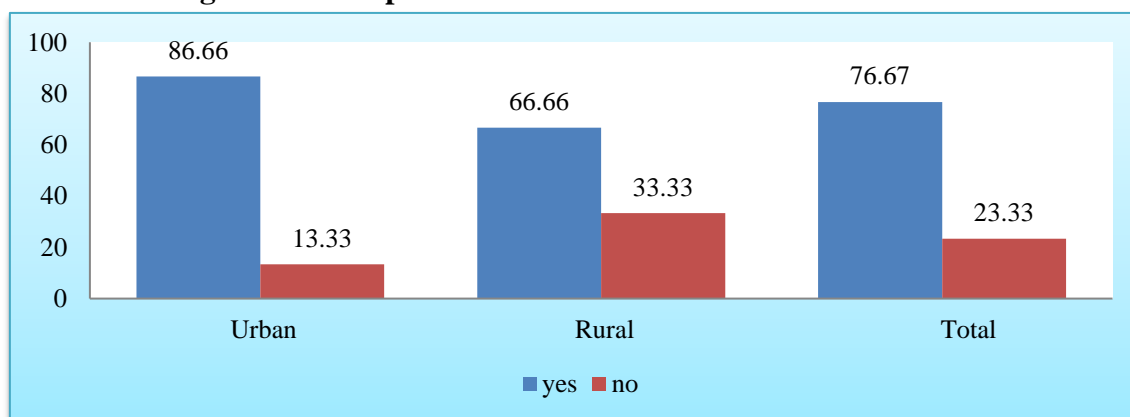
During the field study, it has been informed that earlier there used to be some bridge course for the drop out students during vacations which are not implemented now-a-days.

Separate Classroom provision for Each Class

The details analysis of the separate classroom provision for each class in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.18 as below.

It is shown in the Figure 5.18 that 76.66 percent head teachers have reported that they have enough classrooms for each class, while 23.33 percent of the head teachers reported that they are deprived of such facilities for which they have to manage in the same classroom.

Figure 5. 18: Separate Classroom Provision for Each Class



Source: Researcher Computation from Field Survey Data, 2018

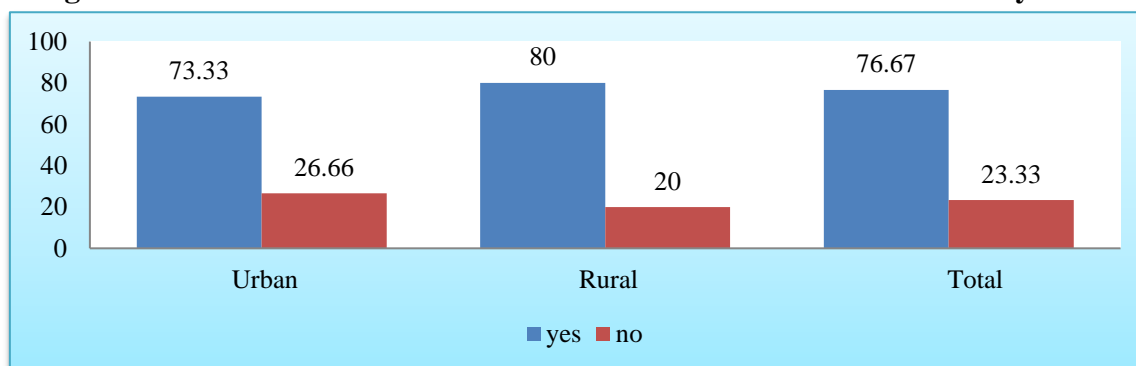
In the urban schools, 86.66 percent of the head teachers reported that there is separate classroom for each and every classes, while 13.33 percent of the surveyed head teachers reported that classrooms are limited and it is not sufficient for every classes. Likewise, in the rural schools, 66.66 percent of the head teachers reported that there is sufficient classroom for each class in their school, while 33.33 percent of the principals reported that there are no sufficient classrooms for every student in their schools.

It was observed that some of the rural school classes were conducted jointly such as class I and class II were mixed in same class room. Also, it is observed that in the rural government schools don't have sufficient infrastructure facilities.

Provision for Store Room cum Office

The analysis of the provision for store room cum office in the concern government schools in the Papum Pare district is presented in the Figure 5.19 as below.

Figure 5. 19: Provision for Store Room cum Office in School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

As per the Figure 5.19 that 76.66 percent of the head teachers in the study area reported that their schools have facilities of store room cum office, while 23.33 percent of the head teachers reported they do not have facilities of store cum office room.

Among the head teachers of urban areas, 73.33 percent responded that their schools have store room cum office in the school, while 26.66 percent says that they lack these facilities. Similarly, in the rural schools, 80 percent of the head teachers informed that they have these facilities, while 20 percent reported that they lack these facilities.

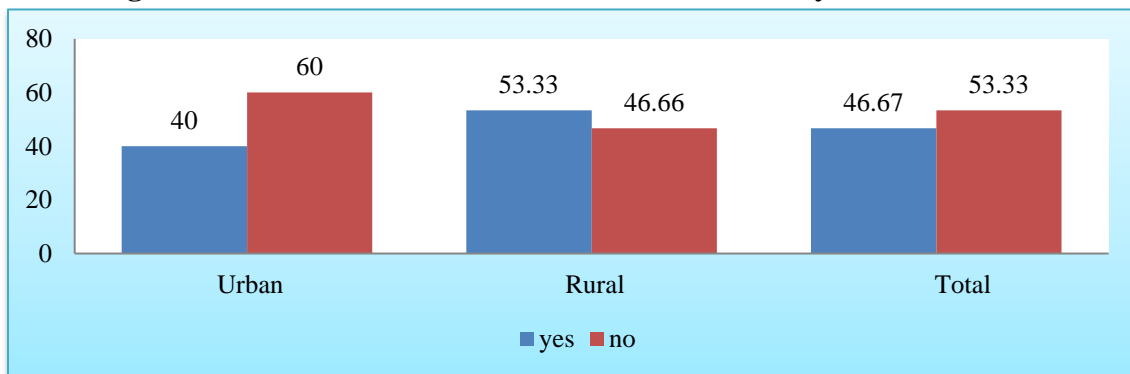
The study revealed that some of head teachers' chamber/room itself was adjusted as store room cum office in the study area.

Provision for Kitchen Shed for Mid-Day Meal

The details analysis of the provision for kitchen shed for Mid-Day Meal in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.20.

In all, 53.33 percent of surveyed head teachers in the district denied of having kitchen facility, while 46.66 percent of surveyed head teachers in the district reported that they have kitchen facility in the school.

Figure 5. 20: Provision for Kitchen Shed for Mid-Day Meal in School



Source: Researcher Computation from Field Survey Data, 2018

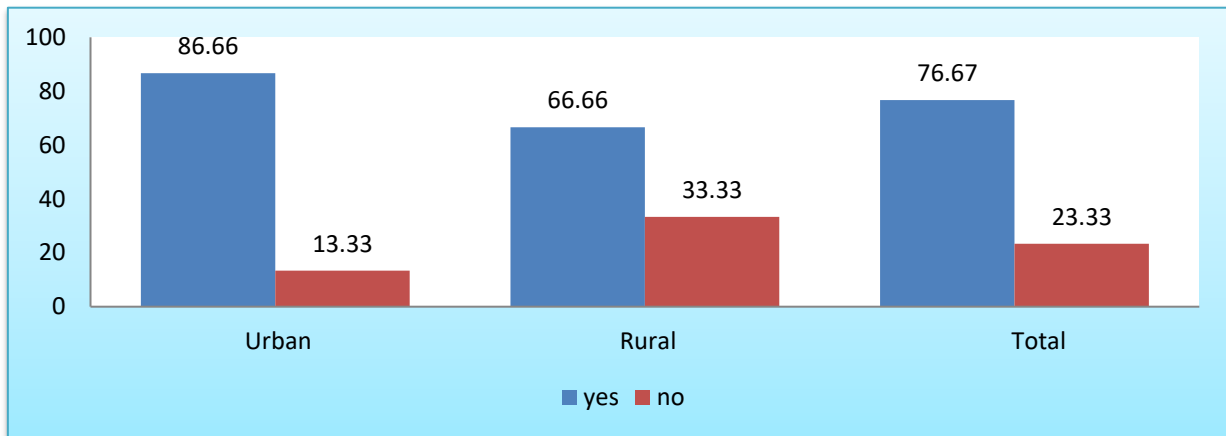
Among the head teachers of schools in urban area, 40 percent responded that they are privileged to have this facility, while the remaining 60 percent reported that they lack this facility in their consecutive schools. Among the rural school's 53.33 percent of the head teachers reported that they have kitchen facility in their school, while 46.66 percent reported otherwise.

The study reveals that many of the school prepares mid-day meal in open shed area. Students bring their own utensils for having mid-day meal as school do not provide utensils.

Provision for Separate Toilet for Boys and Girls

The details analysis regarding the provision for separate toilet for boys and girls in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.21 as below.

Figure 5. 21: Provision for Separate Toilet for Boys and Girls in School



Source: Researcher Computation from Field Survey Data, 2018

In the Figure 5.21 shows that 76.66 percent head teachers informed that they have toilet facilities in the school separately for both boys and girls, while 23.33 percent reported that they lack separate toilet facilities for both girls and boys.

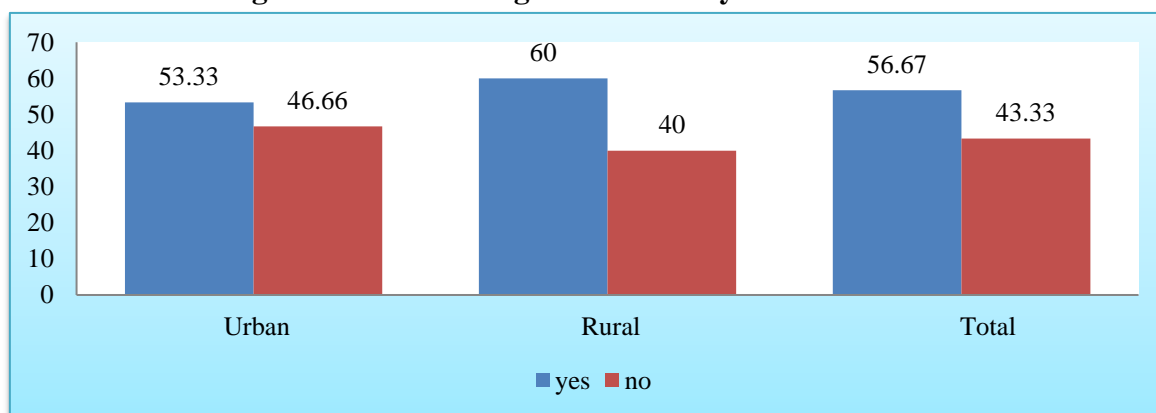
Among the schools in urban area, 86.66 percent head teachers of the government school reported that they have toilet facility separately for both the girls and boys, while 13.33 percent head teachers said that they are deprived of such facility. In the rural areas of the school 66.66 percent head teachers reported they have separate toilets for both the girls and boys, while the remaining 33.33 percent head teachers informed otherwise.

The researcher observed during the field visit that toilets are not maintained properly which looked very dirty and unhygienic.

Drinking Water Facility in School

The analysis of the provision for drinking water facility in the concern government schools in the Papum Pare district is presented in the Figure 5.22 as below.

Figure 5. 22: Drinking Water Facility in the School



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.22, it has been revealed that 56.66 percent of the head teacher reported that they do have safe drinking water facility in their school, while 43.33 percent head teachers informed that they are deprived of safe drinking water facility.

In urban schools' 53.33 percent of head teachers informed that they have safe drinking water facility while 46.66 percent of the head teacher reported that they lack safe water drinking facility in their school. Likewise, in rural government school's 60 percent of the head teacher reported that they have safe drinking water facility while 40 percent head teachers informed that they do not have safe drinking water facility.

Further, researcher found that urban schools having drinking water facilities use water filter for drinking while rural schools having water facility use tape water for drinking.

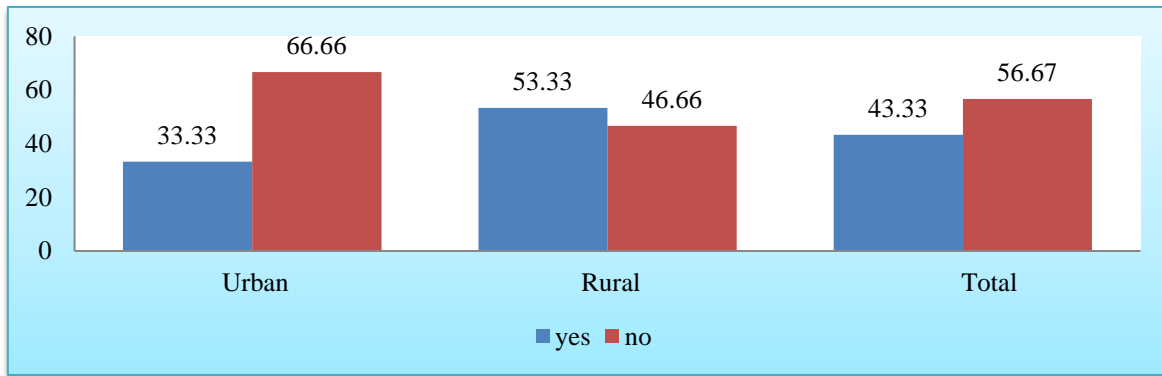
Play Ground in School Campus

The details analysis regarding the playground facility in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.23 as below.

From the Figure 5.23 shows that 43.33 percent of the schools have playground facilities in their school, while 56.66 percent head teachers informed that they do not have playground facility in their schools.

In urban school, 33.33 percent head teacher reported that they have playground in their school, while 66.66 percent of the head teacher reported that they lack playground facility. In rural school's 53.33 percent head teacher reported that they have playground facility in their school while 46.66 percent head teacher reported that they do not have playground facility in their respective schools.

Figure 5. 23: Playground Facility in School Campus in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

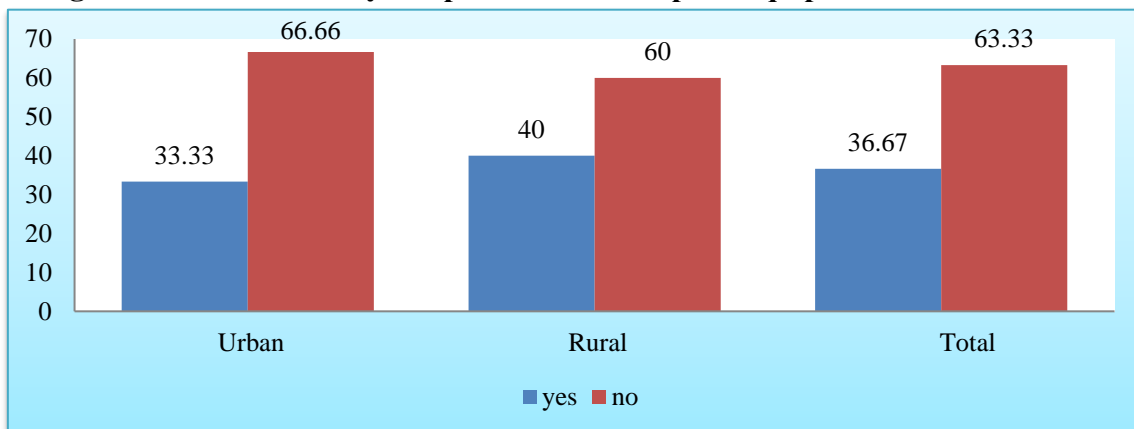
It is observed that playground facilities in rural schools are far better than urban schools' playground.

Availability of Sport Items and Sport Equipment

The details analysis of the availability of sport items and sport equipment in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.24.

In the Figure 5.34, 36.66 percent head teachers informed that their school is enjoying sport items and sport equipment facilities and 63.33 percent head teachers reported that they are deprived from this facility.

Figure 5. 24: Availability of Sport Items and Sport Equipment's in the School



Source: Researcher Computation from Field Survey Data, 2018

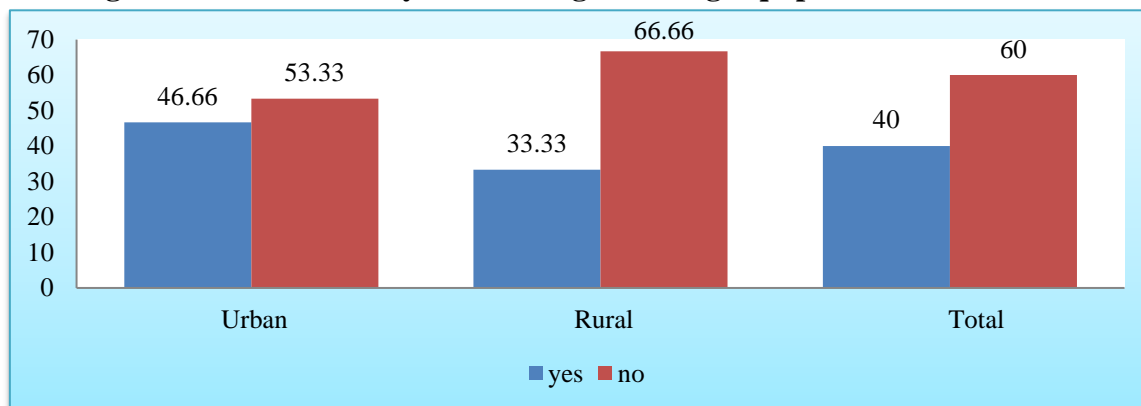
Similarly, 33.33 percent urban school head teachers informed that they have sports materials and sport equipment in their schools, while 66.66 percent reported that their schools lack these facilities. In rural school 40 percent head teachers reported they have sports materials in their schools, while 60 percent informed that they are deprived from these facilities in their school.

In the field study researcher found that though few of the schools got sport items and materials for their schools yet they do not provide to the students except in annual weeks and special occasions.

Availability of Teaching Learning Equipment in School

The details analysis of the availability of teaching learning equipment in the concern government schools in the Papum Pare district is presented in the Table 5.25 as below.

Figure 5. 25: Availability of Teaching Learning Equipment in the School



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.25, it shows 40 percent of the head teachers reported that they have satisfactory teaching learning equipment in their schools, while 60 percent of them reported that they are deprived of these facilities in their schools.

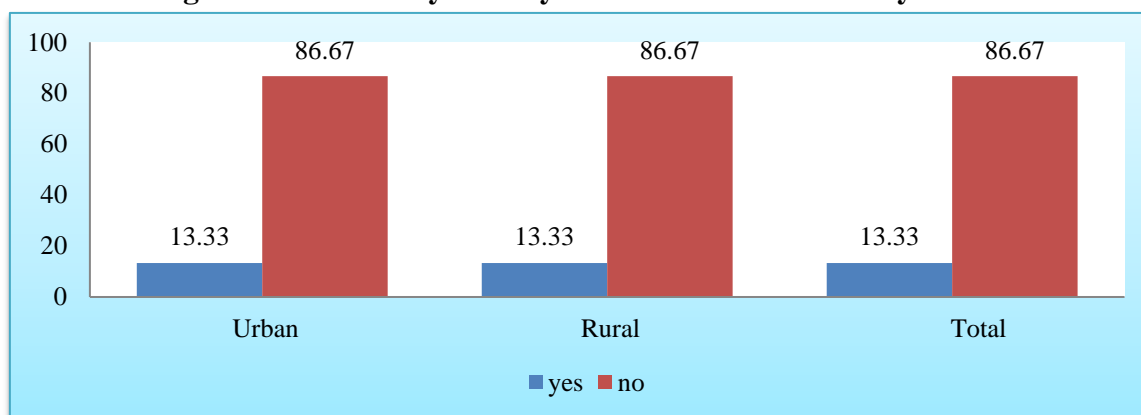
Among the schools of urban areas, 46.66 percent of the head teachers reported that their schools have enough teaching learning equipment, while 53.33 percent of the head teachers reported that they do not have the facility of teaching learning equipment in their schools. In the rural school's 33.33 percent of the school head teachers reported having enough learning equipment, while 66.66 percent of the school head teachers reported that they do not have access to the facility of teaching learning equipment.

The researcher observed that only few of the schools of study area receives teaching learning equipment's yet these facilities are not used properly due to lack of professional teacher or sometimes unwillingness of teacher to use it.

Library Facility in School

The details analysis of the availability of library facility in the concern government schools that have been considered for the sample in the present study area i.e., Papum Pare district is presented in the Figure 5.26 as below.

Figure 5. 26: Library Facility in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

The Figure 5.26 portrays the number of schools with library facility. It indicates that 13.33 percent schools in the district have library and 86.66 percent schools lack the facility of library.

Among the schools located in urban areas, according to the respond of head teachers, 13.33 percent of urban schools have library facility, while 86.66 percent of the head teachers had replied that they do not have the facility of library in their schools. The percentage is same among the schools in rural areas with 13.33 percent of schools having library facility and 86.66 percent schools with library facilities.

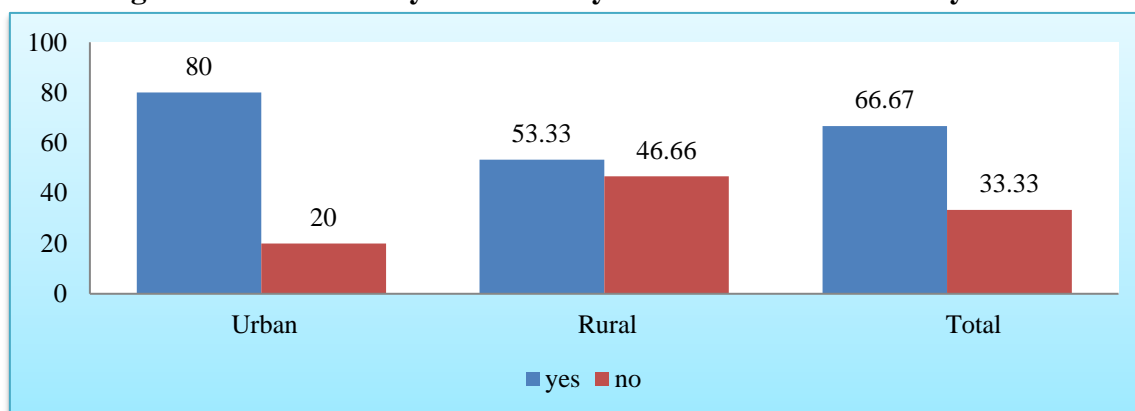
In this study it was found only one school each in urban and rural school that responded that there is library facility in their school with minimum book facilities.

Electricity Connectivity in School

The details analysis of the availability of electricity connectivity in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.27 as below.

It can be seen from the Figure 5.27 that 66.66 percent of the schools in the district enjoys electricity facility, while 33.33 percent of the schools in the district do not enjoy the facility of electricity.

Figure 5. 27: Electricity Connectivity in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

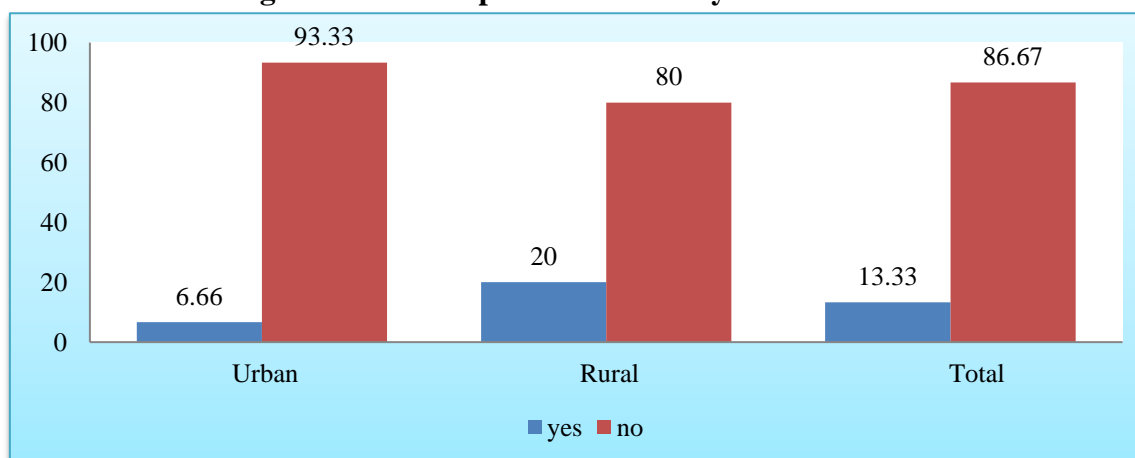
In the urban schools, 80 percent of the head teachers reported that they have electricity connection in their schools, while 20 percent head teachers said that they are yet to enjoy electricity facility in their schools. Among the schools in rural area, 53.33 percent head teachers reported that they are lucky enough to have electricity connection in their schools, while 46.66 percent head teachers reported that they do not enjoy electricity facility in their schools.

Researcher observed that electricity facility is provided in maximum schools but found that there is minimum of ceiling fan facility.

Computer Lab Facility in School

The details analysis regarding the availability of computer lab facility in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.28.

Figure 5. 28: Computer Lab Facility in the School



Source: Researcher Computation from Field Survey Data, 2018

It can be seen from the Figure 5.28 that 13.33 percent of the schools in the district enjoy computer facilities, while 86.66 percent schools lack computer provision as per reports of the surveyed head teachers in the schools.

Among the urban schools, only 6.66 percent of the head teacher replied that their school enjoys the privilege of computer education, while 93.33 percent replied that their school does not enjoy the facility of computer education. In rural schools, 20 percent of the head teacher reported that they have computers in their school, while the remaining 80 percent of the head teachers reported that they do not have computer in their schools.

In this study researcher found that only few of higher classes only had the privilege of computer lab facility such as secondary and higher secondary schools which are attached with primary or upper primary schools.

Perception of Teachers on RTE Act in Papum Pare District

The researcher in order to find out the perception on RTE has selected total of 30 Teachers from schools within 10 selected circles of Papum Pare district. From each circle, 3 school teachers of different schools have been chosen randomly to find out their significant responses with regard to RTE Act, which forms the foundation of elementary education in the nation. The Teacher is one of the main stakeholders with regard to RTE Act-2009, therefore his/her perception plays a vital role. So, the view point of each and every Teacher play a crucial role in the development of universalization of elementary education.

Percentage wise data analysis has been used which have been plotted in the diagram as shown in the below points:

Awareness of teachers on RTE Act

It is observed that in both urban and rural government school of Papum Pare district surveyed by the researcher, cent percent of teachers are well trained and aware about the RTE Act.

Availability of RTE Act Copy with School Teachers

It is found that none of the school teachers, both in the urban and rural school of Papum Pare district surveyed by the researcher have a copy of RTE Act. The study reveals that school teachers are very much casual to have copy of RTE Act as it is available in the internet.

Participation of Teachers in RTE Orientation Programme

All the teachers of both the urban and rural government schools have participated in one or more of orientation program regarding RTE whenever they got opportunity to participate in it.

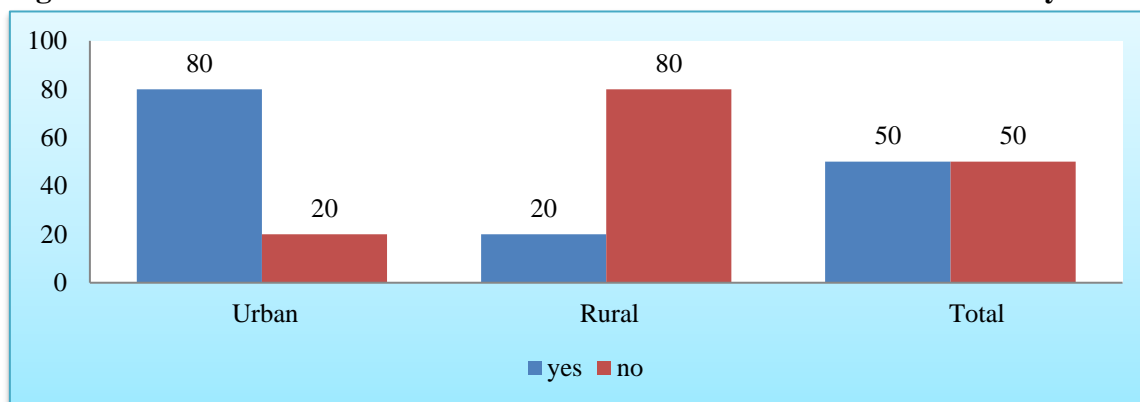
Curiosity of Teachers to Attend RTE Orientation Programme

During the field study, it has been revealed that the teachers in both the urban and rural government school of Papum Pare district are very much interested in getting orientation programme in RTE Act.

Awareness of Teachers on National Council for Protection of Child Right (NCPCR) and State Council for Protection of Child Right (SCPCR)

The analysis of the awareness of school teachers regarding the NCPCR and SCPCR in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.29 as below.

Figure 5. 29: Awareness of School Teachers on NCPCR and SCPCR in Study Area



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.29 shows that 50 percent of the teachers were aware and the other 50 percent were unaware regarding awareness about the NCPCR and SCPCR in the study area.

Among the teachers in the schools of urban area, 80 percent of the surveyed are aware of NCPCR and SCPCR, while 20 percent of them were unaware about it. It was opposite in the case of the rural school's teacher, as 20 percent of them only were aware about the NCPCR and SCPCR while the remaining 80 percent of them were totally unaware of it.

However, the study revealed that urban teachers of study area are more conscious in comparison to rural school teachers in regard to NCPCR and SCPCR.

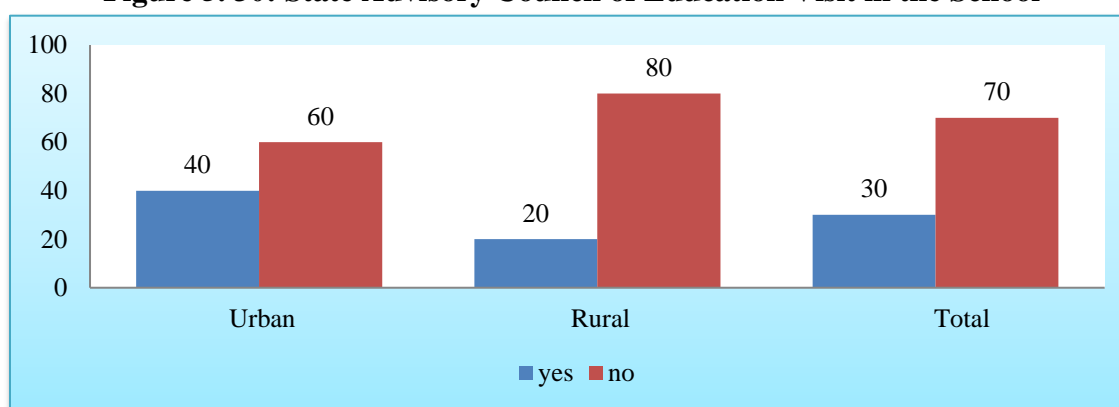
Implementation of Free and Compulsory Education for 6-14 Years of Children

During the field survey, it is found that all the teachers from both rural and urban government schools of the study area have reported that the 'free and compulsory education for 6-14 years of child' is being provided and implemented as per the RTE Act.

Visit of State Advisory Council of Education in School

The detail analysis regarding the visit of the state advisory council of education in the concern government schools in the Papum Pare district is presented in the Figure 5.30 as below.

Figure 5. 30: State Advisory Council of Education Visit in the School



Source: Researcher Computation from Field Survey Data, 2018

It can be seen from the Figure 5.30 that 30 percent of the school teachers reported to have seen the visit of state advisory council in the concern schools during his tenure, while 70 percent of them had responded to have never seen any visit of state advisory council in the school.

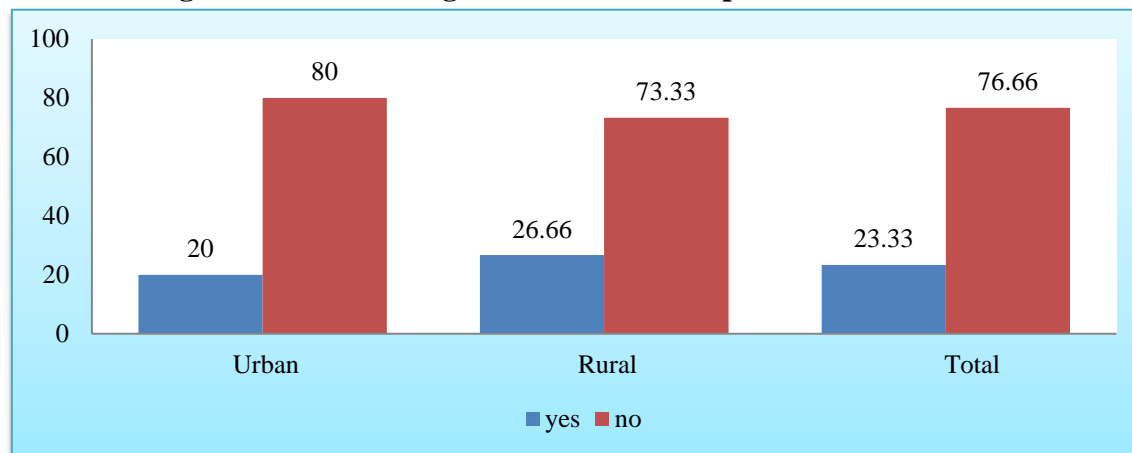
Among the urban teachers, 40 percent are reported that state advisory council visited the school, while 60 percent of them responded that state advisory council did not visited in their school during his stay in the school. Similarly, in rural schools, only 20 percent of teachers are reported that there was a visit of state advisory council in their respective school, while 80 percent of them had never seen one.

It has found that most of the school teachers have not seen the visit of state advisory council of education in their school. This indicates that the state advisory council of state irresponsibility and they are not performing their duty judiciously.

Teaching Staff as per Provision of RTE Act

The analysis of the teaching staffs as per provision of RTE Act in the concern government schools that have been considered for the sample in the present study area is presented in the Table 5.31 as below.

Figure 5. 31: Teaching Staffs in School as per Provision of Act



Source: Researcher Computation from Field Survey Data, 2018

It has been clearly shown in the Figure 5.31 that 20 percent of the urban teachers agreed that there is teaching staff as per provision in the school while 80 percent urban school teachers denied regarding the teaching staff as per provision of RTE Act in the school. Likewise, 26.66 percent of the teachers in rural schools agreed that they have sufficient teachers while 73.33 percent of the rural teachers denied of having sufficient teacher in their school.

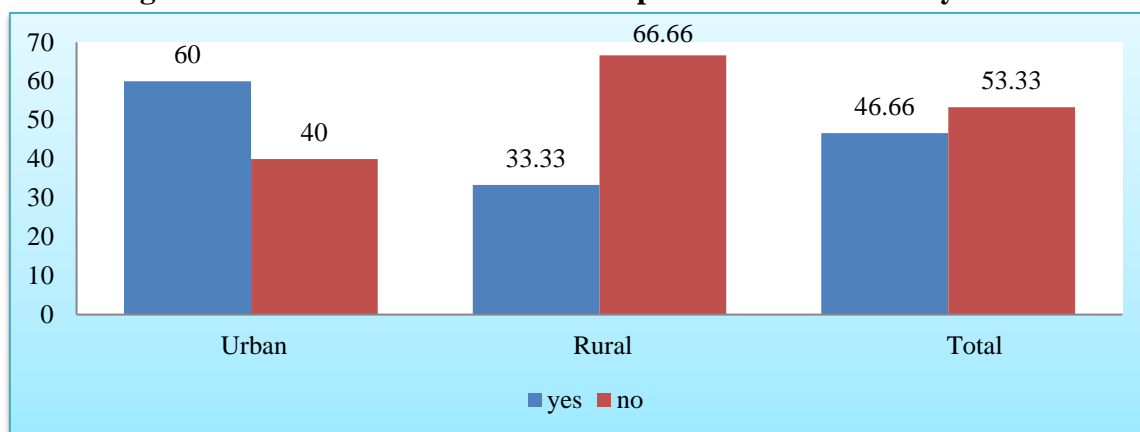
Moreover, in overall 23.33 percent of the teachers agreed that there are teachers in the school as per norms, while 76.66 percent of the teachers did not agree that there are teacher's as per the norms in their school.

The study reveals that as per RTE Act provision Pupil-Teacher Ratio (PTR) at primary level should be 30:1 and at the upper primary level should be 35:1. It is observed that there is scarcity of teachers in schools of Papum Pare district.

School Staffs are Paid as per Norms

The details analysis of the payment of school staffs as per the state government pay scale norms in the concern government schools have been has been presented in the Figure 5.32 as below.

Figure 5. 32: School Staffs are Paid as per Norms in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.32, 60 percent of the urban teachers informed that they are paid as per state government norms, while 40 percent of them denied that they are not paid as per the norms. Among the schools in rural areas, only 33 percent of the teachers reported that they are being paid as per norms, while 66.66 percent denied of being paid as per norms.

However, as a whole of Papum Pare district, 46.66 percent of the school teachers have reported that they are paid as per the state government pay scale norms whereas 53.33 percent have denied it.

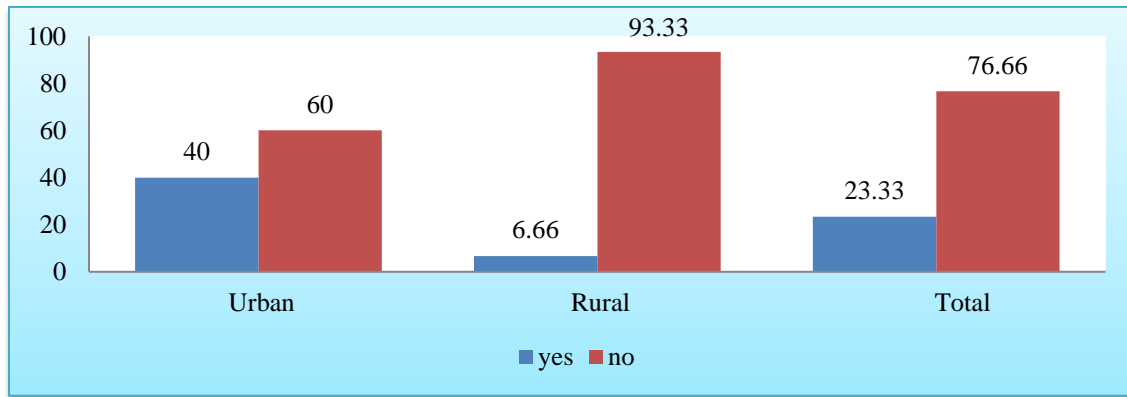
The study revealed that there are more regular teachers in urban areas in comparison to rural areas where contractual teachers are more than regular teachers. It is also observed that contractual teachers are frequently denied regular payments for which they are compelled to launch a democratic movement against state government for timely release of salary.

Assignment of Duties Not Covered Under Provision of RTE Act

The details analysis of the assignment of duties not covered under the provision of RTE Act in the concern government schools in the present study area is presented in the Figure 5.33 as below.

It is shown in the Figure 5.33 that in Papum Pare district 23.33 percent of the school teachers approved that they are being assigned a works that are not covered under the provision of RTE Act, while 76.66 percent of school teachers have denied about it.

Figure 5. 33: Assignment of Duties which are not covered in Provision of Act



Source: Researcher Computation from Field Survey Data, 2018

In urban schools’ 40 percent of the teachers informed that they have assigned a work which is not cover under the provision of RTE Act, while 60 percent of them denied of having assigned duties not covered under the provision of RTE Act. Similarly, in rural schools, only 6.66 percent of school teachers have reported that they were deputed duties not covered under the provisions, while 93.33 percent of them denied of having assigned such duties.

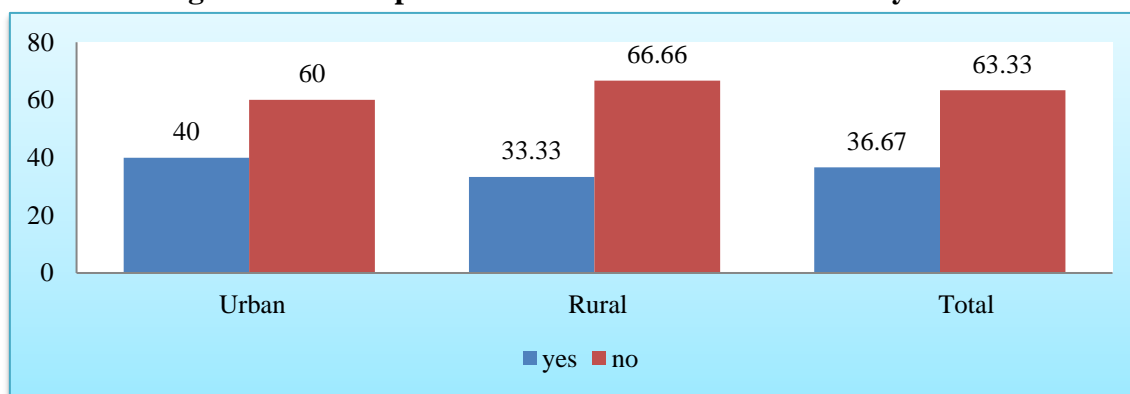
Researcher has observed that the teachers are generally not deputed to other works except in academic field. It symbolizes that district administration in Papum Pare district are more pro to the teachers not like other districts where they are frequently assigned duties which are not covered as per the provision of the RTE Act.

Drop Out Students in School

The analysis of school teachers views on dropout students study area is presented in the Figure 5.34 as below.

It has been clearly shown in the Figure 5.34 that 30 percent of the school teachers have reported that they have seen drop out students in their school, while 70 percent of the teacher surveyed by the researcher reported that they do not have drop out students in their schools.

Figure 5. 34: Drop Out Students in School in the Study Area



Source: *Researcher Computation from Field Survey Data, 2018*

Among the urban teachers, 40 percent agreed the statement that they have seen drop out students in their school, while 60 percent of them denied, indicating that they haven't seen any drop out of students so far in their concern schools. In case of rural schools, 33.33 percent of the teachers reported that their school have drop out students while 66.66 percent of the rural school in Papum Pare district have denied presence of drop out in their school.

It is observed through study that there are very a smaller number of drop out students in study area particularly after the implementation of RTE Act in the region.

Provision of Special Training for the Drop Out Students

The present study has revealed that all the school's teachers from the both urban and rural area have stated that there is no such provision for the drop out students in Papum Pare district of Arunachal Pradesh.

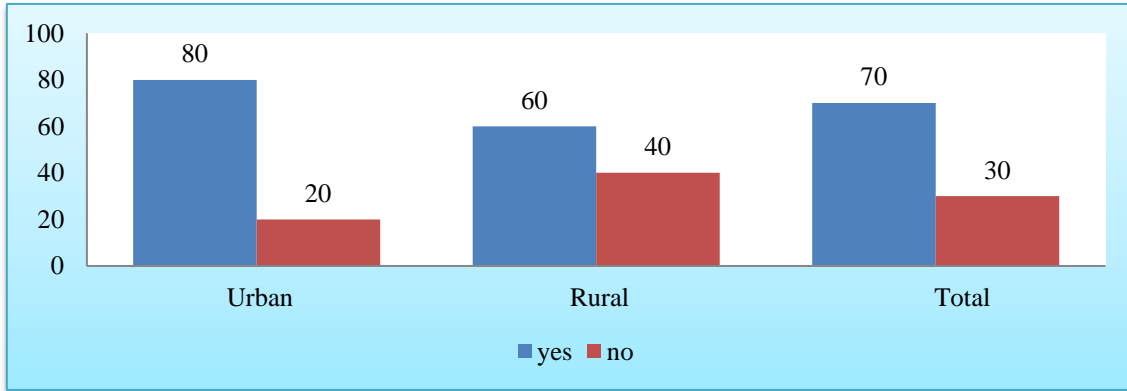
It is observed that surveyed school teachers are unaware about the bridge course that prevailed before the implementation of RTE Act.

Separate Classroom for Each Class

The details analysis regarding the provision of separate classroom for each class in the concern government schools in the present study is presented in the Figure 5.35.

It is clearly seen from the Figure 5.35 that 70 percent of the school teachers reported that their schools have enough classroom for each class, while 30 percent reported that they do not have enough classroom for all the students in the school.

Figure 5. 35: Separate Classroom for Each Class in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

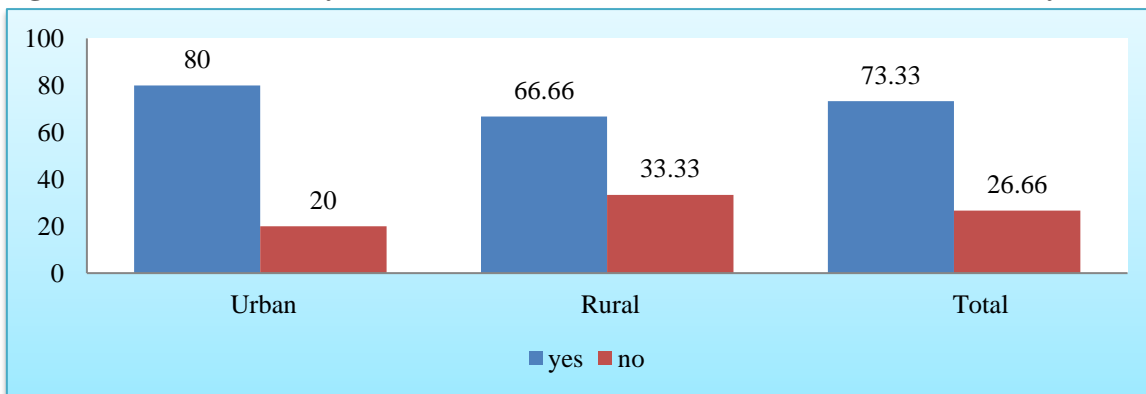
In urban schools’ 80 percent of the teacher reported that they have enough classrooms for students, while 20 percent denied that their schools do not have enough classrooms for all the students. Among the rural school’s 60 percent of the teacher reported that their school has enough classrooms for the students, while 40 percent of the students reported otherwise.

The study revealed that according to school teachers’ minimum number of the students have no separate classroom while majority of them enjoys the facility of separate classroom in the study area.

Availability of Store Room cum Office in the School

The details analysis of the availability of store room cum office in the concern government schools in the Papum Pare district is presented in the Figure 5.36 as below.

Figure 5. 36: Availability of Store Room cum Office in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

Figure 5.36 shows that in the study area 73.33 percent of the school teachers reported that they have store room cum office in their schools, while 26.66 percent of

them reported that they do not enjoy the privilege of having store room cum office in their respective schools.

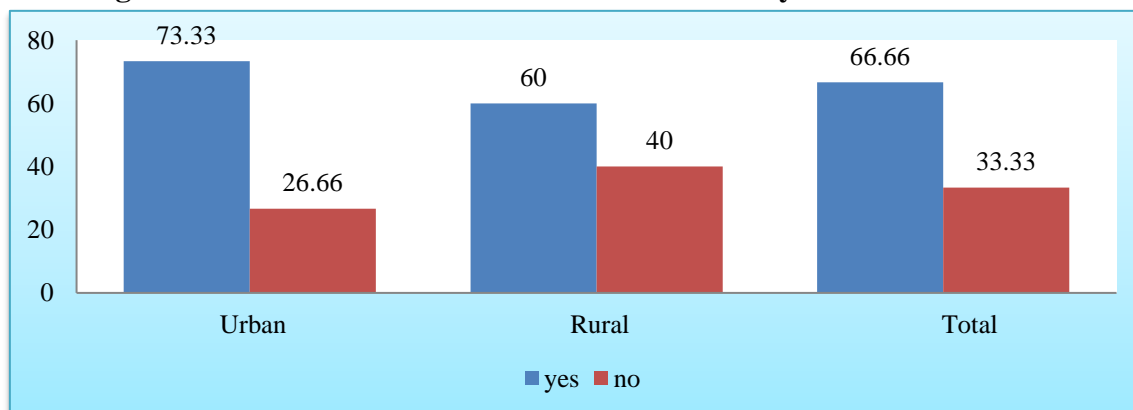
Among the urban schools, 80 percent of the school teacher informed that there is store room cum office in their school, while 20 percent of the school teachers reported that they are denied of this facility in their school. On the other hand, in rural school 66.66 percent of the teacher reported that they do have store room cum office in their schools, while 33.33 percent of them reported that they are not so lucky to have this privilege in their schools.

It is observed that in similar to headmaster maximum number of the school teachers reported that there is availability of store room cum office is present in their respective schools.

Presence of Kitchen Shed for Mid-Day Meal in School

The details analysis of the statement regarding the availability of kitchen shed for mid-day meal in the concern government schools in the study area is presented in the Figure 5.37 as below.

Figure 5. 37: Presence of Kitchen Shed for Mid-Day Meal in the School



Source: Researcher Computation from Field Survey Data, 2018

It has been observed from the Figure 5.37 in the study area 66.66 percent of the school teacher reported that their schools have the facility of kitchen shed for mid-day meal, while 33.33 percent of them reported that their school don't have the facility of kitchen shed for Mid-Day meal.

Among the urban schools, 73.33 percent of teachers surveyed by the researcher reported that their school have a facility of kitchen in the school, while 26.66 percent of the urban teachers reported their school does not have kitchen facility. In the rural schools, 60 percent of the teachers surveyed by the researcher reported that their school

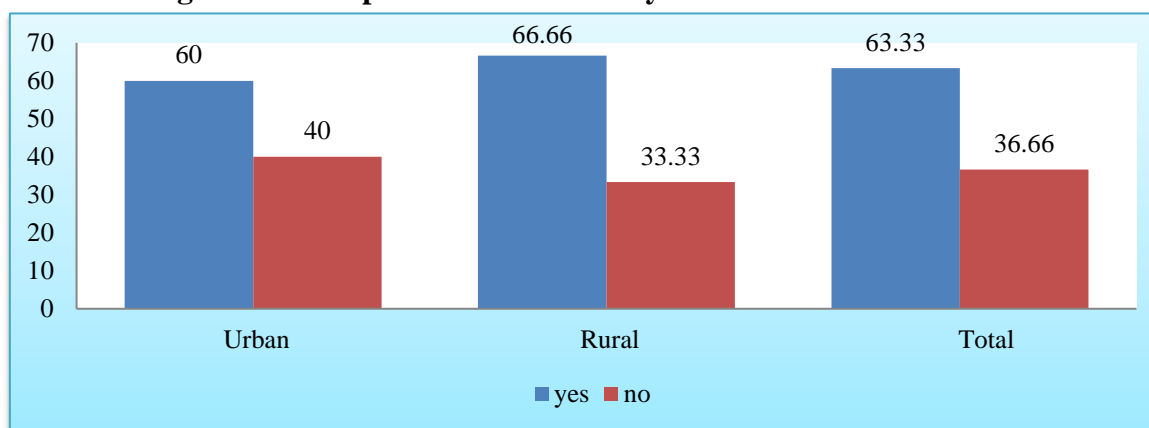
has facility of kitchen shed for mid-day meal, while 40 percent of them reported that their schools still lack the facility of kitchen.

The study revealed that according to school teachers that maximum number of schools has the facility of Kitchen shed for mid-day meal in the study area.

Separate Toilets for Boys and Girls

The detail analysis of separate toilets for boys' and girls' in the concern government schools that have been considered for the sample in the present study area is presented in the Table 5.38 as below.

Figure 5. 38: Separate Toilets for Boys and Girls in the School



Source: Researcher Computation from Field Survey Data, 2018

It is shown in Figure 5.38 that 63.33 percent of the school teacher in the district reported that their schools have separate toilet facility for both the girls and boys, while 36.66 percent of them reported that their schools do not enjoy the facility of separate toilet for girls and boys.

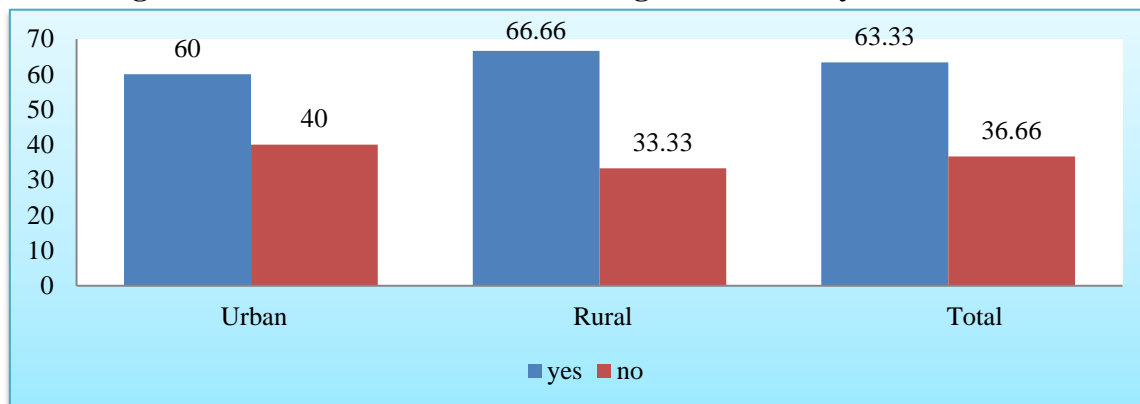
Among the urban schools, 60 percent of the teacher reported that their schools have a separate toilet facility for girls and boys, while 40 percent of the teacher responded that there is no such facility in their respective schools. In the rural school's 66.66 percent of the teachers reported that they have separate toilet facility for both the girls and boys in their school while 33.33 percent of the teacher surveyed by the researcher informed that their school lacks this facility.

It is observed that most of the urban schools have separate toilets for girls and boys in comparison to rural schools of Papum Pare district where schools have maximum common toilets for both boys and girls.

Safe Drinking Water Facility in School

In the present study school teachers were interviewed on safe drinking water facility in the school. The detail analysis regarding the safe drinking water facility is presented in the Figure 5.39 as below.

Figure 5. 39: Provision of Safe Drinking Water Facility in the School



Source: Researcher Computation from Field Survey Data, 2018

It can be observed from the Figure 5.39 that 63.33 percent of the schools in the district have the facility of safe drinking water while 36.66 percent are deprived of having safe drinking water facility in their school. Among the urban school, 60 percent of the teachers reported that their school has a facility of safe drinking water, while 40 percent of them reported that their school lacks this facility. While in the rural school's 66.66 percent of school teachers reported that their schools have the facility of safe drinking water, while the 33.33 percent of them reported that they do not have this facility.

The study revealed that in urban schools' filters are used for drinking water while tap waters are used for drinking water in rural schools of Papum Pare district.

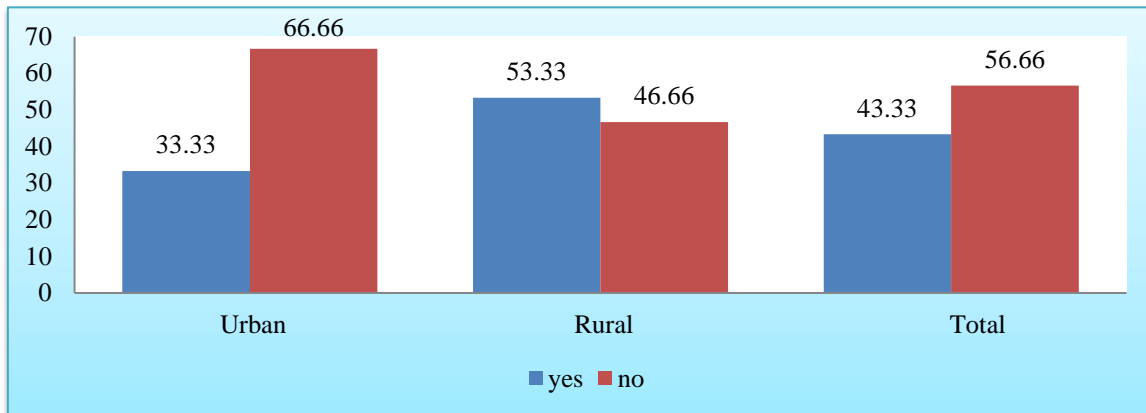
Availability of Playground in School Campus

The details analysis of the availability of playground in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.40 as below.

It is made clear from the Figure 5.40 that in the study area 43.33 percent of the teacher surveyed by the researcher informed that they enjoy the playground facility in the school, while 56.66 percent of the teacher reported that their schools are deprived of the school playground facility. Among the urban schools, 33.33 percent of the school teacher reported that their schools have the facility of playground in the school, while 66.66

percent of the teacher in urban school informed that their school lacks facility of playground.

Figure 5. 40: Presence of Playground in School Campus in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

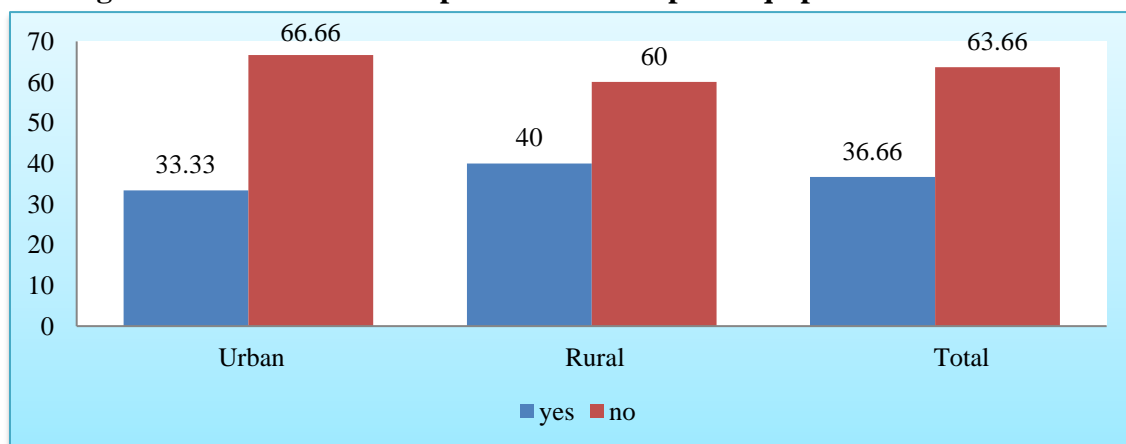
Similarly, in the rural school’s 53.33 percent school teacher informed that they have the facility of playground, while 46.66 percent denied that they do not enjoy this facility.

It is observed that rural schools are more privilege of play ground in comparison to urban schools of Papum Pare district.

Provision of Sport Items and Sport Equipment

The analysis of the statement, ‘*School provides play materials and sport equipment*’ in the concern government schools in the Papum Pare district is presented in the Figure 5.41 as below.

Figure 5. 41: Provision of Sport Items and Sport Equipment in the School



Source: Researcher Computation from Field Survey Data, 2018

As shown in the figure above only 36.66 percent of the school teacher in the Papum Pare district informed that their school are enjoying the play material facilities,

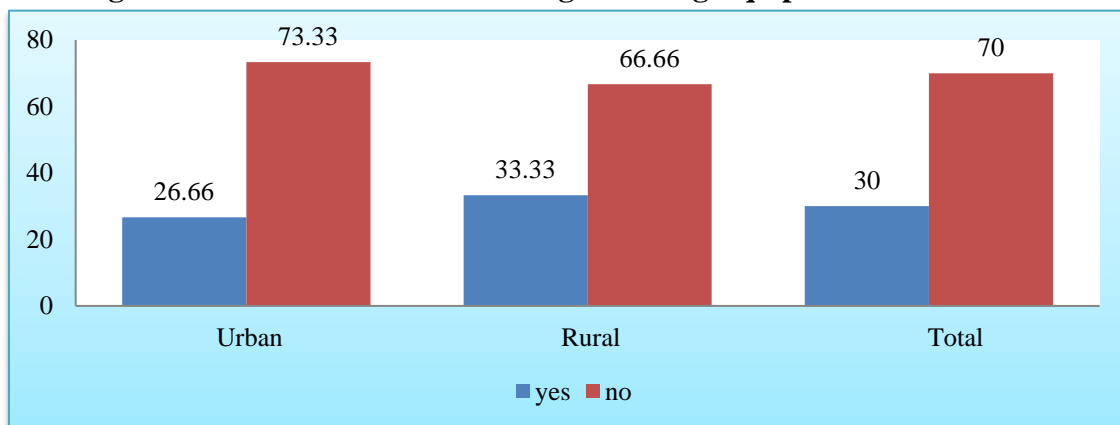
while 63.33 percent of them reported that they do not enjoy any such play materials in their schools. Among the urban schools, 33.33 percent teacher reported that their schools have received play materials, while 66.66 percent teachers reported that they do not enjoy any play materials in the school. In the rural school's 40 percent of the teacher reported that their schools have received play materials, while 60 percent of them informed that their school never enjoyed play materials in the school.

The study revealed that some of the school teachers in both the urban and rural schools of study area have seen that their school received sport item and sport equipments. Further teachers stated that this sport items and equipment's are provided to students occasionally only.

Provision of Teaching Learning Equipment

The details analysis of the provision of teaching learning equipment in the concern government schools that have been considered for the sample in the present study area is presented in the Table 5.42 as below.

Figure 5. 42: Provision for Teaching Learning Equipment in the School



Source: Researcher Computation from Field Survey Data, 2018

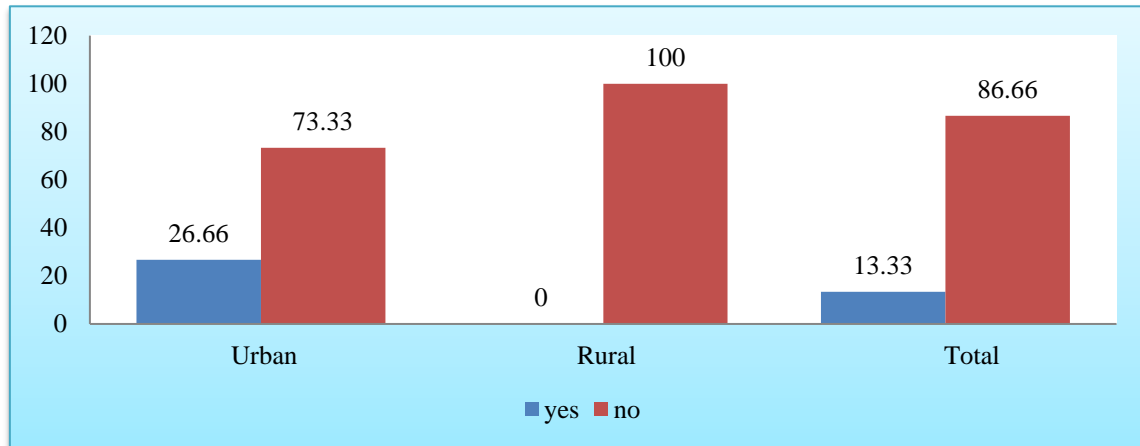
From the above figure, it has been revealed that in study area 30 percent of the school teacher reported that their schools have the facility of teaching learning equipment, while 70 percent of them denied of having such facility in their schools. Among the urban school, 26.66 percent of the school teacher reported that they have teaching learning equipment in their schools, while 73.33 percent of them refused that they do not enjoy teaching learning equipment in their schools. In the rural school's 33.33 percent of school teacher informed that they enjoy teaching learning equipment in their school, while majority 66.66 percent of the teacher denied of having such facilities.

Researcher observed that minimum number of school teachers in both urban and rural schools reported that their school receives teaching learning equipments. Most of the teachers stated that they manage these equipment's through their own expenditure.

Library Facility in School

The details analysis regarding the statement, 'There is a library facility in the school.' in the concern government schools in the present study area is presented in the Figure 5.43 as below.

Figure 5. 43: Availability of Library Facility in the School



Source: Researcher Computation from Field Survey Data, 2018

The above figure data shows that in the Papum Pare district only 13.33 percent of school teachers reported that their schools have library facility, while 86.66 percent of them reported that they do not have any library in the school.

Further, in the urban schools, 26.66 percent of school teacher reported that they have libraries in their school, while 73.33 percent of the teacher reported otherwise. Surprisingly, in rural school, data shows that none of the school have as library facility.

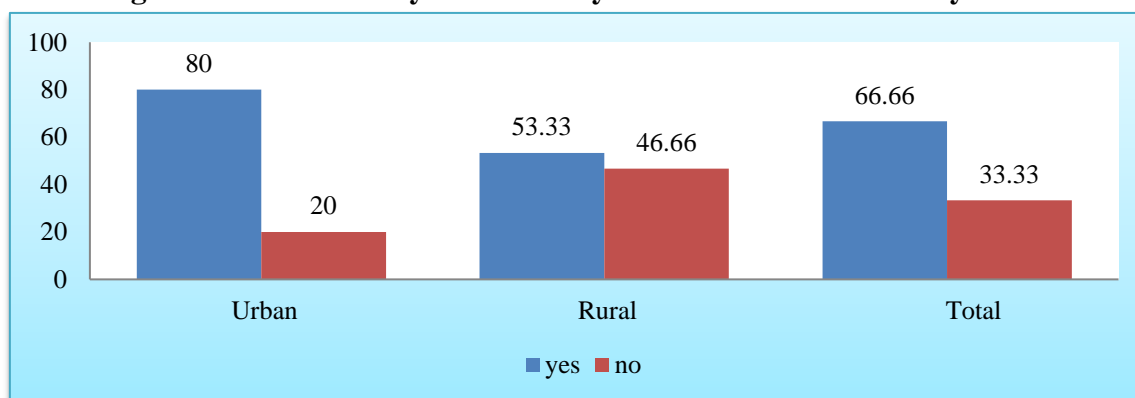
The study revealed that minimum number of library facility is available to the schools both urban and rural schools of study area as per report provided by the school teachers.

Electricity Connectivity in School

The details analysis of the availability of electricity connectivity in the concern government schools in the present study area is presented in the Figure 5.44.

In the study area 66.66 percent of the school teacher reported that they have electricity connection in the school, while 33.33 percent of them reported that they still lack electricity facilities.

Figure 5. 44: Electricity Connectivity in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

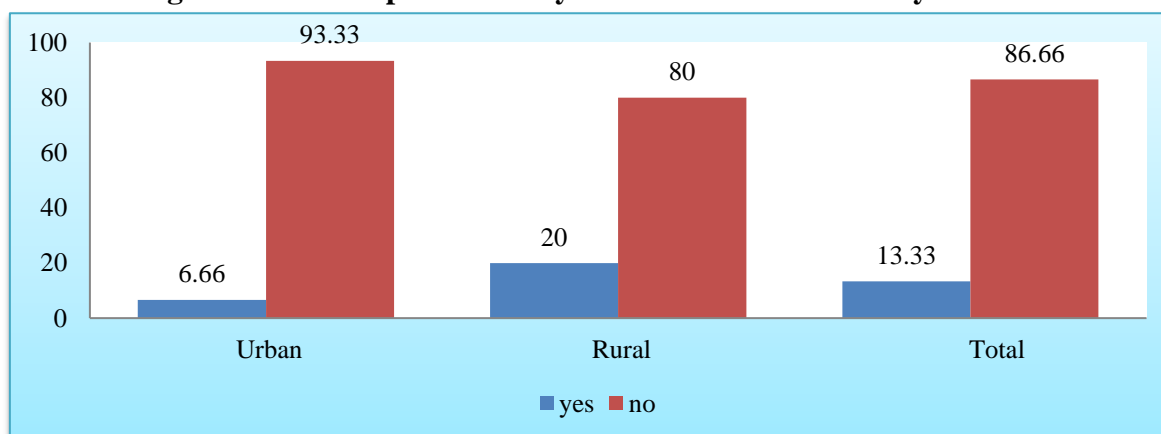
Among the urban schools, data shows that 80 percent of teacher reported that they have the facility of electricity, while 20 percent of the teacher reported that their schools still lack electricity facility although located in urban areas. On the other hand, in rural schools, 53.33 percent of the teacher reported that they have electricity facility in their school, while 46.66 percent of the teacher reported that they are still to be provided electricity in the school.

It is observed that both in urban and rural schools of Papum Pare district most of the schools are connected with electricity though some are not connected in proper way.

Computer Lab Facility in School

The data analysis regarding the availability of computer lab facility in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.45.

Figure 5. 45: Computer Facility in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

In the Papum Pare district only 13.33 percent of the school teachers reported that they do enjoy the computer facility in their school while 86.66 percent of the school teachers reported that they do not enjoy computer facilities in their schools.

It is also revealed from the above figure that in urban schools, only 6.66 percent of the teacher reported that their school have a facility of computer lab, while majority 93.33 percent of the school teachers in urban schools denied of having computer facility in their schools. Similarly, in the rural school's 20 percent of the school teachers reported that they have computer in their schools, while 80 percent of them reported that they do not enjoy any such computer facility in their schools.

Moreover, the study revealed that as per surveyed schools only one of the schools was found with computer lab facility in urban study area, surprisingly 3 numbers of the rural schools surveyed by the researcher was founded with computer lab facility. Basically, higher schools were seen as having computer facility.

Perception of Parents Towards RTE Act in Papum Pare District

Parents are one of the main stakeholders in the RTE Act- 2009 and also some are members of school management committee. The view of the parents reflects the development and benefit of free and compulsory education which is provided through various provisions of RTE Act. The researcher in order to find out the perception of parents pertaining to RTE Act has selected total of 60 parents from various government schools. 30 parents were selected from urban government schools and 30 parents from rural government schools of Papum Pare district.

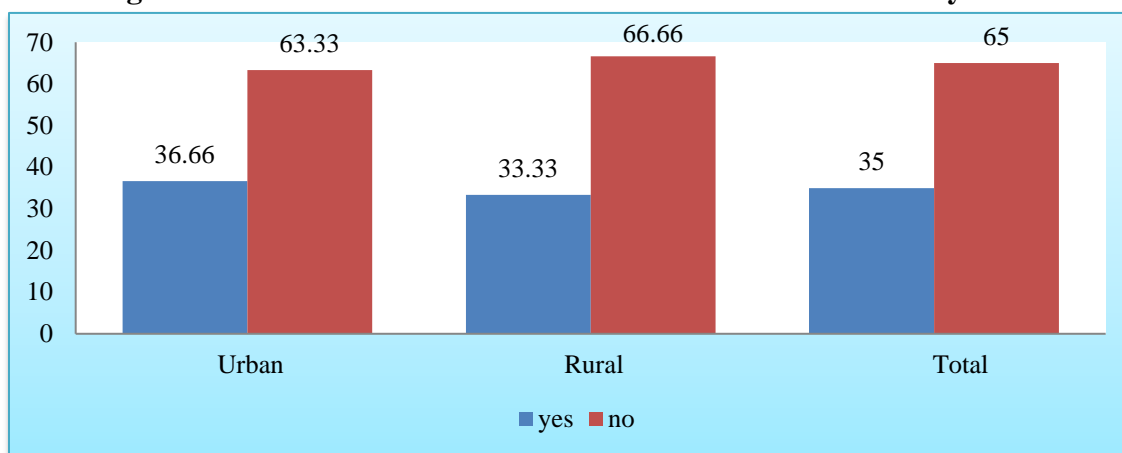
With regard to RTE Act, the perception of the parents has been studied by the researcher. General awareness of parents residing in Papum Pare district towards the schooling of their children has been discussed in this section.

Percentage wise data analysis of the responses of the parents are presented below-

Awareness of RTE Act 2009

The data analysis of the awareness of parents regarding RTE Act 2009 in the concern government school's jurisdiction that have been considered for the sample in the present study area is presented in the Figure 5.46.

Figure 5. 46: Awareness of Parents about RTE Act in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

The figure shows that in overall 35 percent of the parents in Papum Pare were aware of RTE Act 2009 while 65 percent of parents remained unaware about the RTE Act 2009. In the urban school's 36.66 percent of the parents are aware about RTE Act 2009 while 63.33 percent of the urban school jurisdiction parents are unaware about the RTE Act which implies that the majority parents in urban schools' jurisdiction are illiterate and ignorant. In rural schools' 33.33 percent of the parents were found to be literate who are aware about the RTE Act 2009, while 66.66 percent of the rural parents were unaware about the RTE Act 2009.

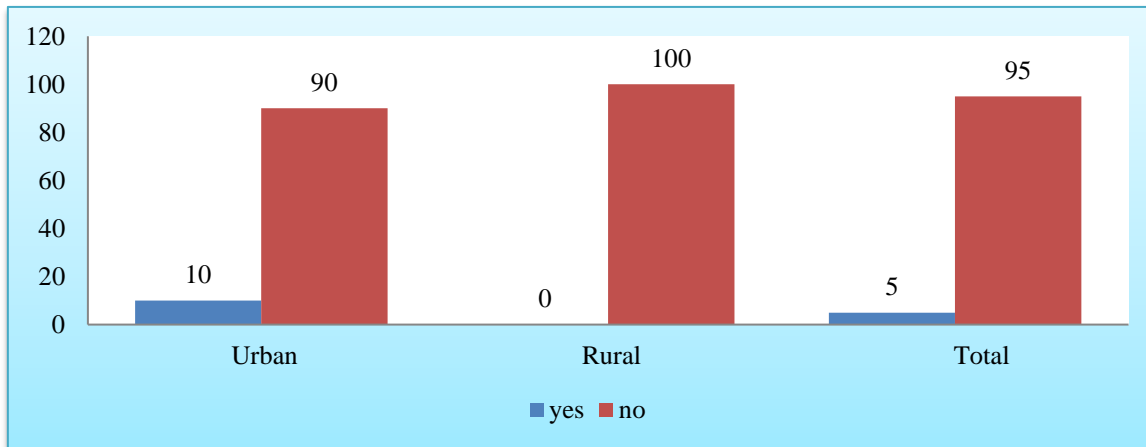
During the study it was observed that maximum of the parents in both urban and rural schools of the study area are unaware about the RTE Act and its provisions. It was also found that maximum of them are illiterate and they even misunderstood the researcher as some government official who had come to survey the school.

Children Faced Problem in School

The details analysis of the opinion of parents pertaining to problem faced by the children in the concern government school that have been considered for the sample in the present study area is presented in the Figure 5.47.

It can be seen from figure above that only 5 percent of parents in the Papum Pare district responded that their child complained about some or other problem in the school, while 95 percent of the parents responded that their child didn't had any such complained in the school. In urban schools' 10 percent of the parents responded that their child faces problem in the school, while 90 percent of them reported that their child so far had never reported any problem in the school, while in rural schools the none of the parents surveyed the by researcher reported that their child had any problem in the school.

Figure 5. 47: Problem Faced by the Children in School



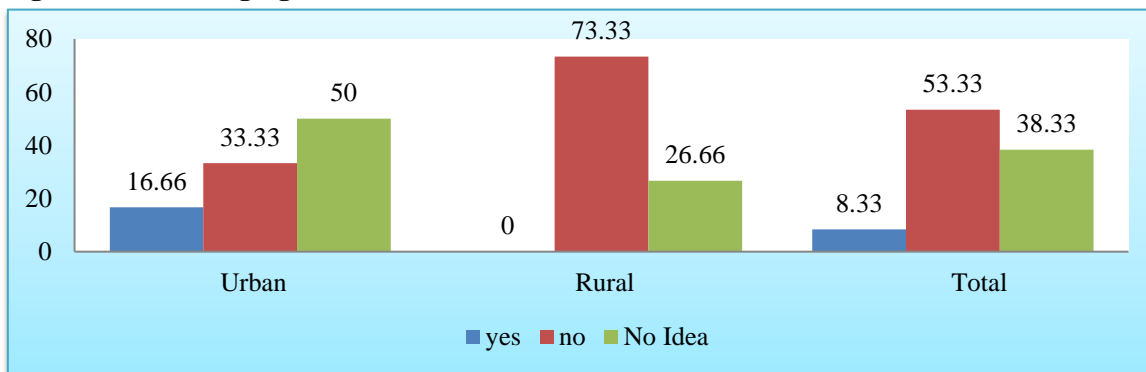
Source: Researcher Computation from Field Survey Data, 2018

It was observed in the study that maximum of parents doesn't have time to care about their child as they themselves are busy since early in the morning till evening. Researcher also observed that due to less interaction between child and parents neither the child reports anything to the parents regarding school matters nor parents bother to ask child regarding any school issues except admission time.

Perception of Parents before and after RTE Act Implementation

The data analysis of the opinion of parents pertaining to changing scenario of education before and after enactment of RTE Act in the concern government school in the present study area is presented in the Figure 5.48 as below.

Figure 5. 48: Changing Scenario of Education Before and After the Enactment of RTE Act



Source: Researcher Computation from Field Survey Data, 2018

Figure 5.48 clearly depicts that in overall 8.33 percent of the parents had responded to have seen the changes in education system after implementation of RTE Act. While 53.33 percent of them responded that they have not seen any change in education system though RTE Act has been implemented, the remaining 38.33 percent had no idea about the RTE Act and its role in education system in Papum Pare district.

In urban schools' 16.66 percent of the parents responded that they have noticed change in the education system after implementation of RTE Act. While 33.33 percent of the parents reported that they have not found any changes in the educational system even after the implementation of RTE Act, the remaining 50 percent of the urban parents reported that they have no idea about the RTE Act.

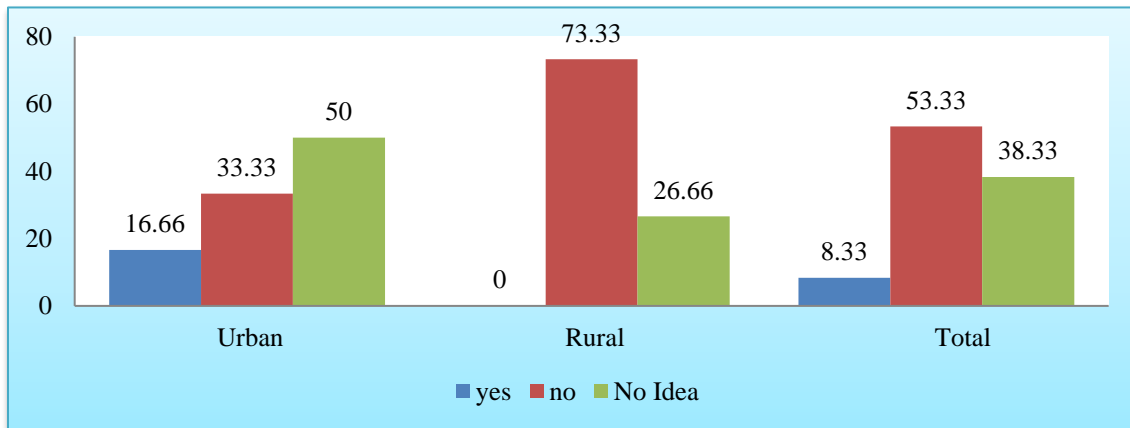
Similarly, in the rural schools none of the parents reported that they had seen some changes in education system after implementation of RTE Act, whereas 73.33 percent of them reported that there is no change in education system though RTE Act is being implemented and 26.66 percent of the parents reported they have no idea regarding education system.

Through this study researcher observed that maximum number of parents are unaware about the RTE Act. Parents responded that they do not have any idea whether education scenario has changed after implementation of RTE Act or not. Their only concern is only about his/her child is pass or failed in the exam.

Availability of the Facility for Ensuring RTE to Children

The analysis of data regarding the opinion of parents pertaining to available facility to implement RTE to children in the concern government school in the Papum Pare district is presented in the Figure 5.49 as below.

Figure 5. 49: Provision for Implementation of RTE to Children in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

In overall, figure depicts that only 8.33 percent of the parents in the Papum Pare district informed that there are facilities in the school for implementing RTE in the school, while 53.33 percent of the parents informed that there is no facilities in the school for implementing RTE in the school and the remaining 38.33 percent of them reported that they have no idea about it.

It is seen that in urban schools' 16.66 percent of the parents reported that there is facilities available to children for implementation of RTE in their schools, while 33.33 percent of them reported that there is no as such facilities, and the remaining 50 percent of the parents reported that they have no idea regarding facilities provision in RTE Act.

In the rural school's 20 percent of them informed that there is a facility available for RTE Act implementation in the schools and 60 percent of parents reported that there is no such facility in the school for implementing RTE in the school, while 20 percent of them reported they do not have any idea regarding the facilities provision in RTE.

During the course of study period researcher observed that maximum parents being ignorant and innocent have no idea whether there is enough facility for the implementation of RTE to children in the study area or not. Researcher also observed that few of them responded even by asking their own children.

Difficulty of Child Admission in School

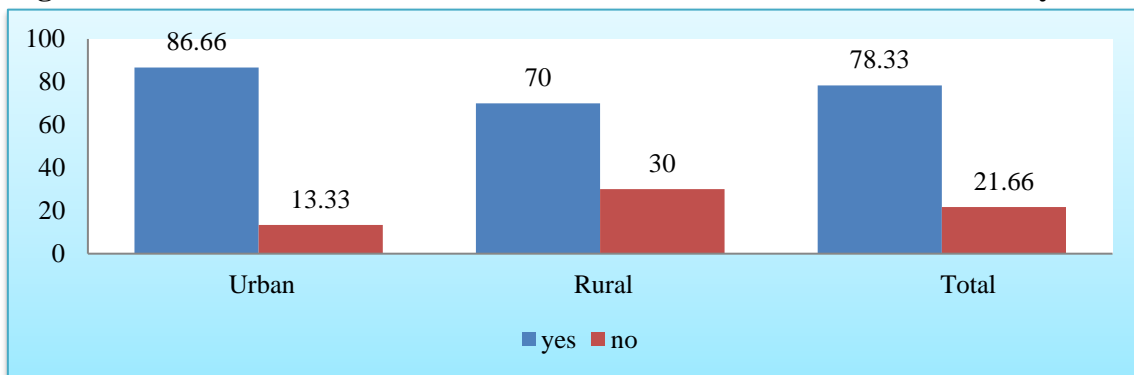
During the field study, it has been found that both in urban and rural school's jurisdiction parents had reported that they had not faced any difficulty in school admission in the study area.

Further researcher has observed that most of the parents those who are financially sound admits their child in private schools therefore there is very less students in government schools therefore they do not face any difficulty in getting admission in government schools.

Provision of Office cum Store Room in School

The details analysis of the opinion of parents pertaining to availability of office cum store room in the concern government school that have been considered for the sample in the present study area is presented in the Figure 5.50.

Figure 5. 50: Provision for Office cum Store Room in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

The figure represents that in Papum Pare district 78.33 percent of the parents reported that they have seen office cum store room in school and 21.66 percent of the parents denied of seeing office cum store room in respective schools of their children.

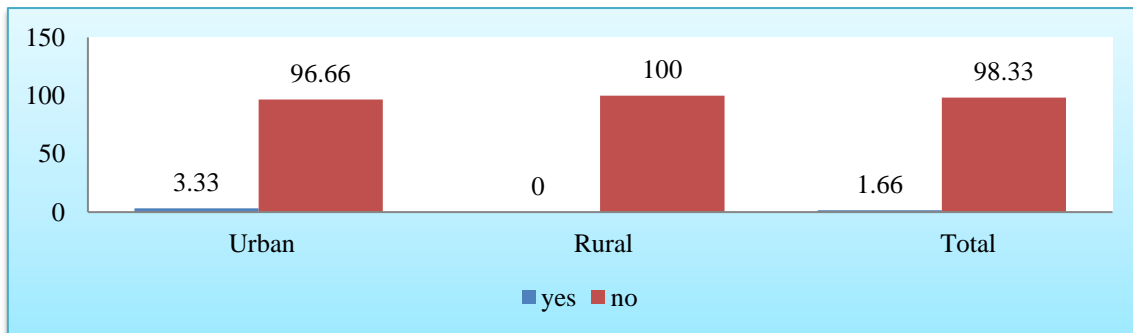
In the urban school's 86.66 percent of the parents responded that they have seen office cum store room in their child's school while 13.33 percent of them reported that they have never seen store cum office room in their child's school. Similarly, in the rural school's 70 percent of parents reported that they have seen office cum store room whereas 30 percent of the parents reported that they haven't seen any such office cum store room in the school.

During the field survey it was found that many of the parents reported as per the information of their children. Accordingly, maximum of them reported that there is provision of office cum store room attached to head teachers chamber.

Provision of Computer for Smart Class Learning

The details analysis of the opinion of parents pertaining to availability of computer for smart class learning in the concern government school that have been considered for the sample in the present study area is presented in the Figure 5.51 as below.

Figure 5. 51: Availability of Computer for Smart Class Learning in School



Source: Researcher Computation from Field Survey Data, 2018

The Figure 5.51 depicts that only 1.66 percent of the parents have seen computer facility in their child's school, while 98.33 percent of the parents denied that they had never seen computer in their child's school.

In urban schools' 3.33 percent of the parents reported that they have seen computer in their child's school, while 96.66 percent of the parents informed the researcher that they haven't seen any computer facility in their child's school.

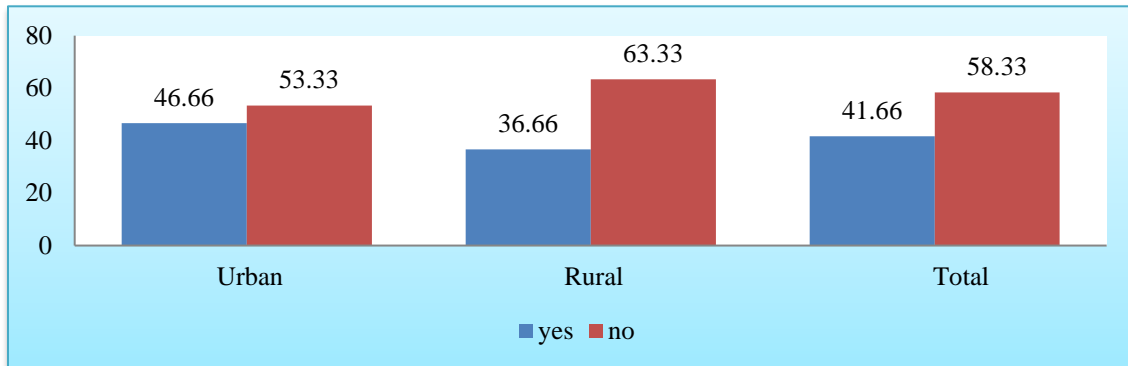
Unfortunately, in the rural schools none of the parents have noticed computer facility in their child's school in the study area.

Researcher observed that only one each in urban and rural schools of study area has computer facility for smart class that is also in higher schools where lower schools are run together.

Provision of Kitchen Shed for Mid-Day Meal

The details analysis of the opinion of parents pertaining to availability of kitchen shed for mid-day meal in the concern government school in the present study area is presented in the Figure 5.52 as below.

Figure 5. 52: Provision of Kitchen Shed for Mid-Day Meal in School



Source: Researcher Computation from Field Survey Data, 2018

The above figure shows that in Papum Pare district 41.66 percent of the parents have responded that they have seen kitchen shed in their child’s school and 58.33 percent of the parents denied that they had never seen kitchen shed in their child’s school.

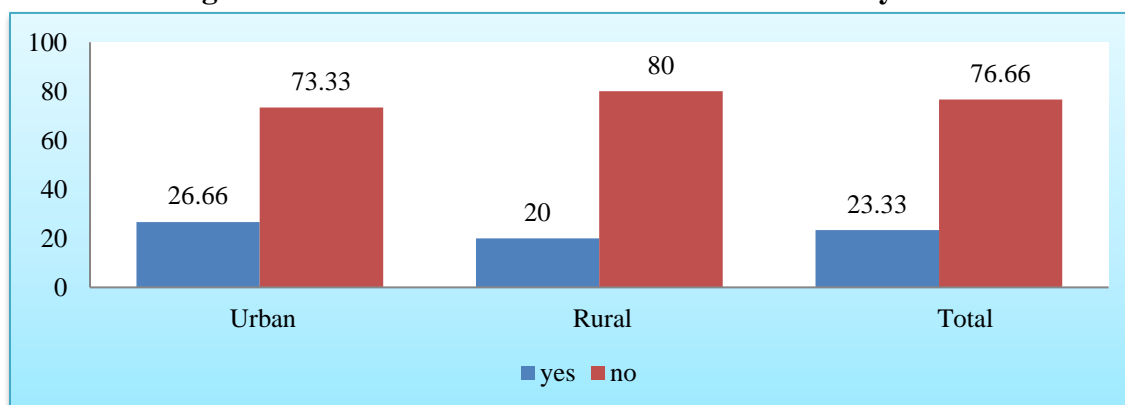
The Figure 5.52 also depicts that 46.66 percent of the urban parents have seen the kitchen shed in their child’s school, while 53.33 percent of the parents denied that they had never seen kitchen shed in their child’s school. On the other hand, in the rural school’s 36.66 percent of the parents have seen kitchen in their child’s school whereas 63.33 percent of the parents had never observed any kitchen shed in their child’s school.

During the study researcher observed that few of the parents themselves contributed in constructing local kitchen shed for serving mid-day meal to children though maximum of school lacks this facility.

Awareness on Continuous and Comprehensive Evaluation (CCE)

The analysis of the parent’s views pertaining to awareness of CCE in the concern government school jurisdiction in the present study area is presented in the Figure 5.53.

Figure 5. 53: Parents are Aware of CCE in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

It is shown in the Figure 5.53 that in the study area 23.33 percent of the parents in the district surveyed by the researcher are aware about the CCE pattern of the education system and 76.66 percent of the parents are unaware about the CCE system of the education.

It also shows that 26.66 percent of urban parents are aware about the CCE whereas 73.33 percent of the urban parents are unaware about the CCE education system. In the rural schools only, 20 percent of the parents are conscious about the CCE system of education, while 80 percent of them are unaware about the CCE education system.

The study reveals that maximum of the Parents are unaware of CCE pattern of education that prevailed but they knew it as no fail system in education now-a-days. Researcher also found that this system has resulted in providing a pass certificate without knowledge.

Existent of School Management Committee

During the field survey, it is observed that both in the urban and rural schools of the Papum Pare district surveyed have cent percent School Management Committee in each and every school.

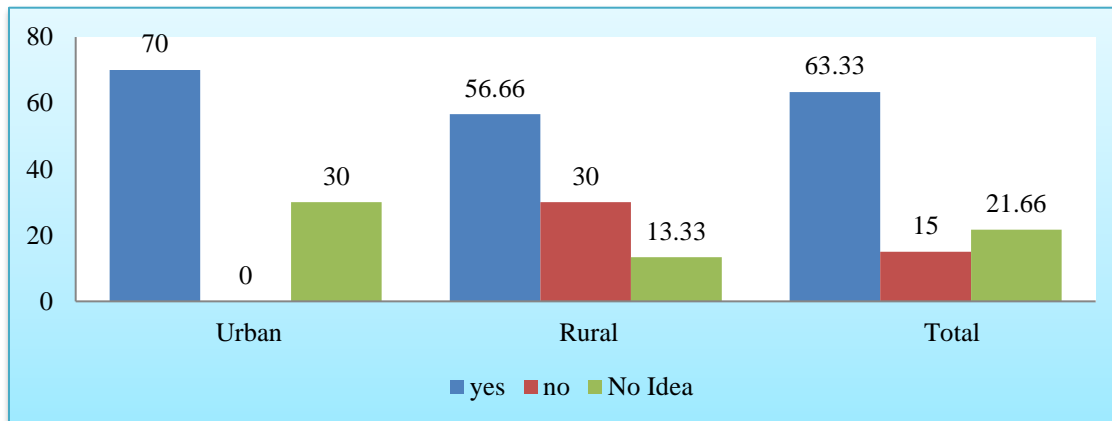
Awareness on School Development Plan (SDP)

The details analysis of the opinion of parents pertaining to awareness of SDP in the concern government school jurisdiction in the present study area is presented in the Figure 5.54.

The figure clearly depicts that in urban schools' 70 percent of the parents reported that there is a School Development Plan in their child's school, whereas 30 percent of them said that they have no idea on School Development Plan in their child's school.

Likewise, in the rural school's 56.66 percent of the parents reported that they are aware about the school development plan, whereas 30 percent of the parents denied of having any awareness on it and 13.33 percent of the parents informed that they have no idea about the school development plan prevailing in the school.

Figure 5. 54: Parents are Aware of SDP in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

In the study area 63.33 percent of the parents informed that they are aware about the school development plan and 15 percent denied of having school development plan in their child's school, whereas 21.66 percent reported that they have no idea whether there is any school development plan is there in their child's school or not.

Interestingly in this study researcher observed that maximum number of parents being illiterate are aware of SDP. When enquired they reported that during admission time head teachers or teachers inform them of school development plan. Even few of the schools collected minimum amount for the purpose.

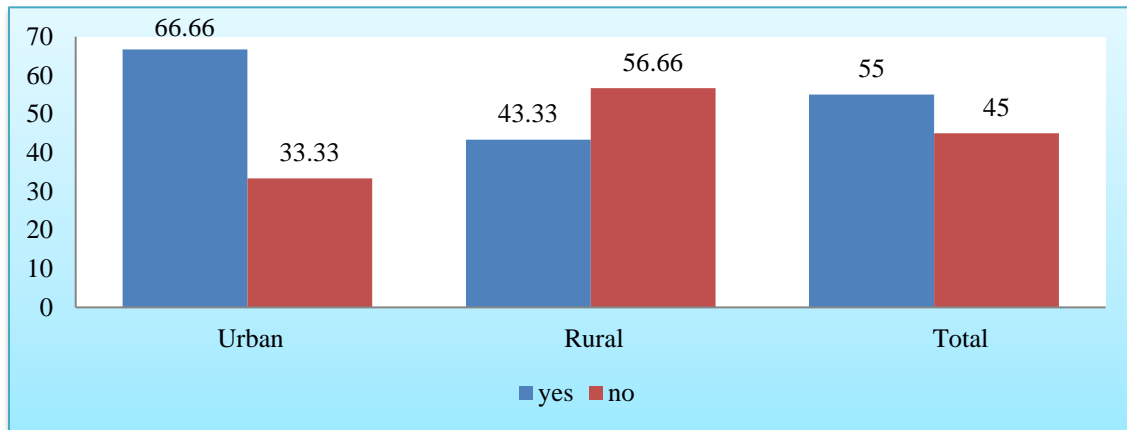
Orientation Programme for Teachers

The details analysis of the parent's opinion pertaining to orientation programme organised for teachers in the concern government school in the Papum Pare district is presented in the Figure 5.55.

It is seen in the above figure that in the study area 55 percent of the parents in the district reported that the teachers are having orientation program and 45 percent of the parents denied that they have never seen any such orientation programme done for the teachers. It also shows that 66.66 percent of the urban school parents surveyed by the researcher have noticed that there have been orientation programme for the teachers, while 33.33 percent of the parents denied of have seen such programs for teachers. In rural schools' 43.33 percent of the parents informed that they have seen teachers have

orientation programme and 56.66 percent of parents denied that they have never seen teacher having orientation programme.

Figure 5. 55: Orientation Programme are Organised for Teachers in the Study Area



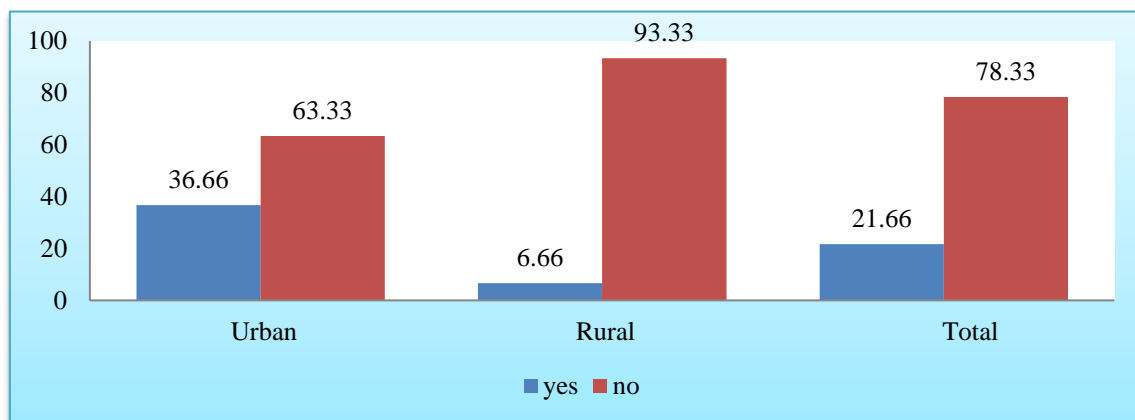
Source: Researcher Computation from Field Survey Data, 2018

Study reveals that in urban schools' majority of the parents have observed orientation programme organized for the teachers. In rural schools of the study area maximum of them reported that they haven't seen such programmes organized for the teachers.

Provision for Drop Out Children

The details analysis of the opinion of parents pertaining to awareness of provision regarding drop out children in the concern government school jurisdiction in the present study area is presented in the Figure 5.56.

Figure 5. 56: Awareness of Parents Regarding Provision for Drop Out Children in Study Area



Source: Researcher Computation from Field Survey Data, 2018

The Figure 5.56 clearly depicts that 36.66 percent of urban parents reported that there is a provision for drop out children, while 63.33 percent of the parents denied that there is no such provision in the school. While in rural schools only 6.66 percent of the

parent reported that there is a provision for drop out children in the school while majority 93.33 percent of the parents denied that there is such a provision for drop out children in the school.

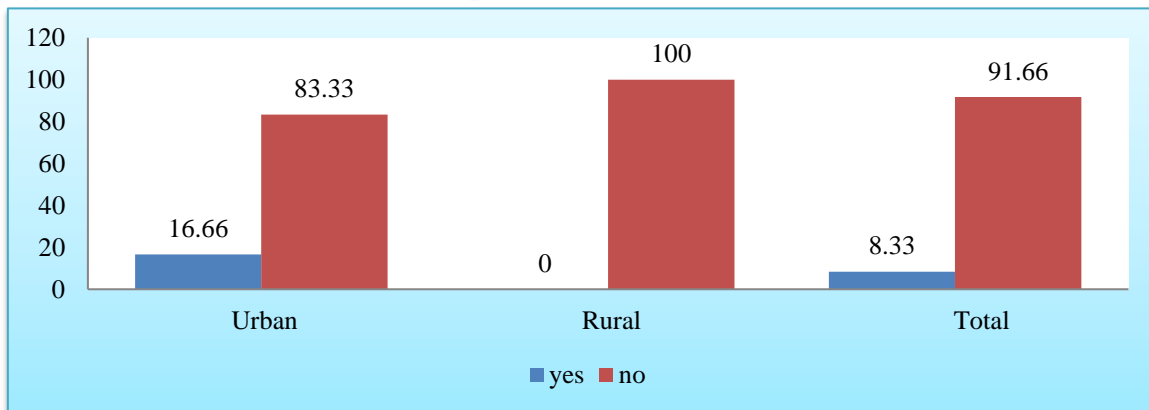
In overall 21.66 percent parents reported they have seen a provision for dropout children in the school, while 78.33 percent of the parents denied of having such a provision in the schools.

The study reveals that according to RTE Act, maximum of the parents are totally unaware of provision for drop out children though there is provision for drop out to be admit in appropriate class according to the age.

Parents Aware on Special Provision for Disabled Child

The details analysis of the parent’s views pertaining to awareness of special provision regarding disabled child in the concern government school jurisdiction in the Papum Pare district is presented in the Figure 5.57 as below.

Figure 5. 57: Parents Awareness on Special Provision for Disabled Child in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

The Figure 5.57 depicts that 16.66 percent of urban parents responded that, there is special provision for disabled child in the school whereas 83.33 percent responded that they are unaware of such provision for disabled child in the school. In rural schools none of the parents responded that there is provision for disabled child.

Moreover, in the study area only 8.33 percent of the parents agreed that there is special provision for disabled child in the school, while 91.66 percent of the parents responded that they are unaware of such provisions for disabled child in the schools of Papum Pare district as per the survey done by researcher.

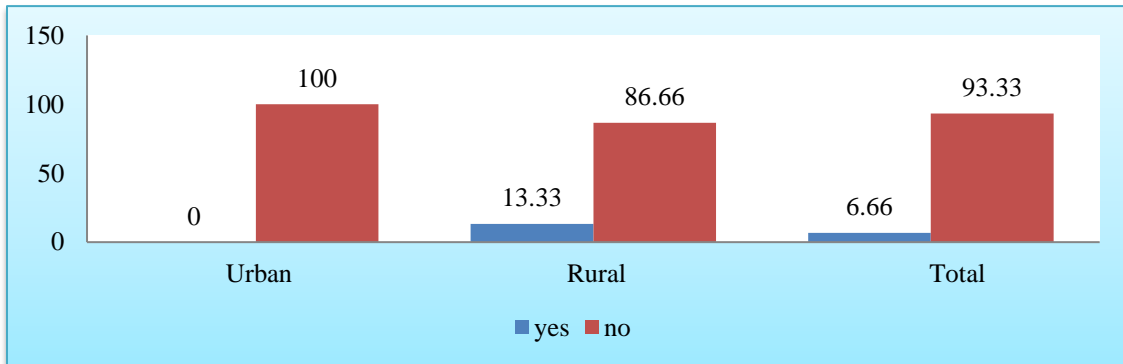
As study reveals that RTE Act defines disabled child as children with disadvantage group. It is observed in urban schools of study area maximum of them never heard of it

and in rural schools of study area none of the parents have ever heard of special provision for disabled child in the school. More over disabled Childs are very rare in this district.

Teachers Deploy for Non-Educational Purpose

The analysis of the opinion of parents regarding teacher’s deployment for non-educational purposes in the concern government school in the present study area i.e., Papum Pare district is presented in the Figure 5.58 as below.

Figure 5. 58: Teachers Deployed for Non-Educational Purposes in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

In relation to the statement ‘*Teachers are deployed for non-educational purposes.*’ The above figure shows that in Papum Pare district only 6.66 percent of parents reported that teachers are being deployed for non-educational purpose, while majority 93.33 percent of them responded that they had never seen any teacher being deployed for the non-educational purposes.

Likewise, in urban parents responded that they had never noticed teacher being deployed for non-educational purpose. In case of rural parents’ 13.33 percent of parents responded that teachers are being deployed for non-educational purposes whereas majority 86.66 percent of parents have not observed that teachers are being deployed for non-educational purposes.

The study reveals that maximum of the parents have never seen teacher deployed for none educational purposes in the study area. But the researcher has observed that many of the teachers are deployed in election duties, Population census duties and even as invigilators in various state and central recruitment process that surveyed parents have never noted of it.

Proper Norms and Regulations for Students in School

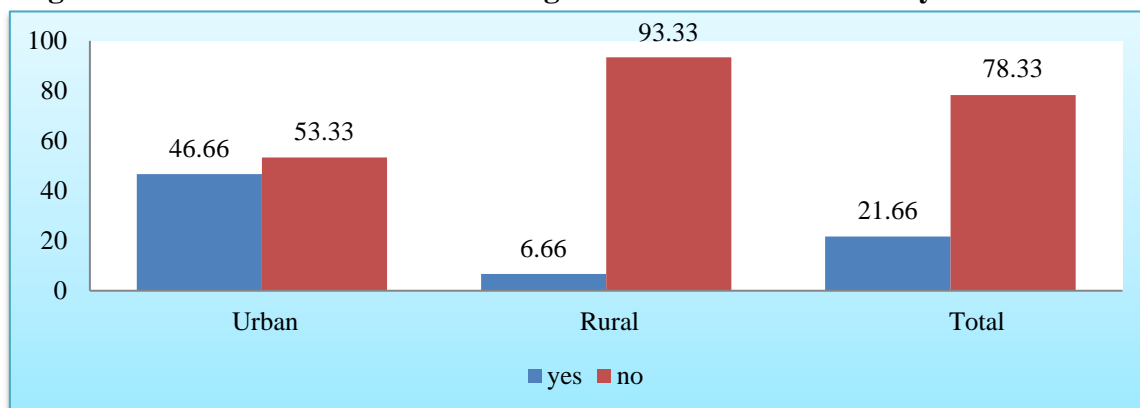
During the field study, it has been found that both in urban as well as rural parents responded that school maintains proper norms and regulations for the students in the Papum Pare district.

The researcher has observed that in the study area though cent percent parents have reported that there is proper norms and regulations for the students in the school but in reality, they hesitate to provide true statement. Researcher observed that the few of the students and teachers both unwillingly attends the school. Many a times few of the schools will be found close.

Right to Transfer Their Child to Any School

The details analysis of the opinion of parents pertaining to transfer of their child to any schools in the concern government school in the present study area is presented in the Figure 5.59 as below.

Figure 5. 59: Parents Awareness on Right to Transfer Child in Any Other School



Source: Researcher Computation from Field Survey Data, 2018

From the above table, it shows that in the study area only 21.66 percent of the parents were have knowledge that their child can be transfer to any other school, while 73.33percent of the parents are still unaware about the child's right to transfer in any other school.

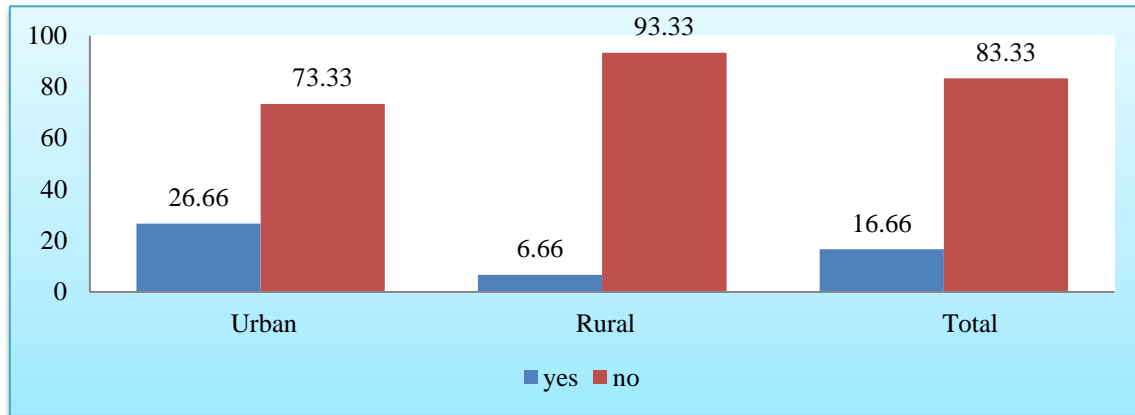
In urban schools' 46.66 percent of the parents responded that they are aware of the child's right to transfer in any other school, while 53.33 percent of them responded that they are unaware about it. In rural schools only, 6.66 percent of the parent responded that he was aware of child's right to transfer in any other school, while 93.33 percent of them denied of having this knowledge.

During the study researcher found that many of the Parents are unaware of right of child to transfer in any other school yet researcher observed that none of them were never denied while seeking transfer certificate.

Child Expulsion Policy in School

The details analysis of the opinion of parents pertaining to child expulsion policy in the concern government school in the present study area is presented in the Figure 5.60 as below.

Figure 5. 60: Child Expulsion Policy in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

From the above figure, it is clear that in the study area 16.66 percent parents reported that there is child expulsion policy in the school whereas 83.33 percent of the parents responded that they have never seen child being expelled from the school.

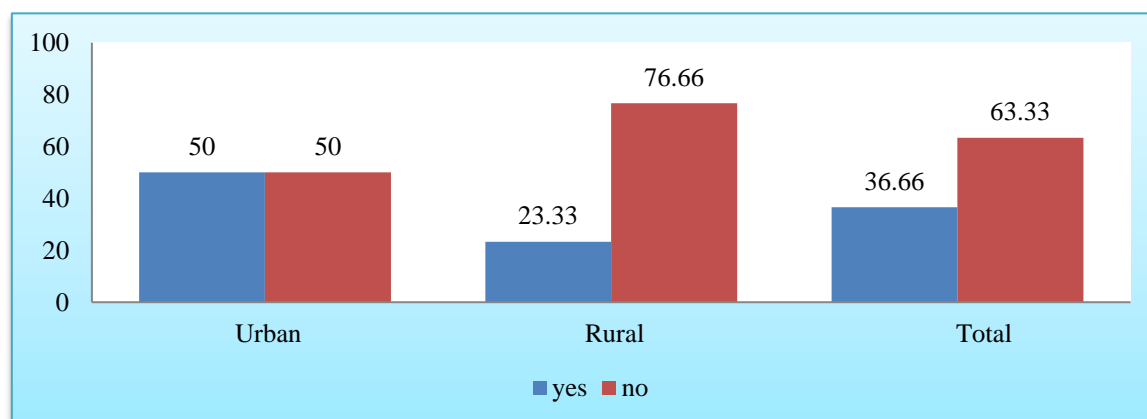
In the urban school's 26.66 percent of the parents reported that they have witnessed child expulsion in the school, while 73.33 percent of the parents responded that they have never witnessed child expulsion in the school. On the other hand, in rural school only 6.66 percent of the parents have reported that they have seen child being expelled from school, while 93.33 percent of the parents responded that they have never seen child being expelled from the school.

It is observed that according to RTE Act a child can never be expelled from school till the completion of elementary education. However, in Papum Pare district in rare case this RTE Act provision was violated and interestingly child and his parents also never claim of this said provision.

Prohibition of Physical and Mental Harassment in School

The details analysis of the opinion of parents pertaining to prohibition of physical and mental harassment in the concern government school in the Papum Pare district is presented in the Figure 5.61 as below.

Figure 5. 61: Parents Awareness on Prohibition of Physical and Mental Harassment in School



Source: Researcher Computation from Field Survey Data, 2018

It is clearly visible in the figure that 36.66 percent of parents are aware regarding the prohibition of Physical and Mental harassment in the school, while 63.33 percent of the parents responded that they are unaware of such provisions and rules in the schools of the Papum pare district.

In urban school 50 percent of the parents reported that they are aware that there is prohibition for mental and physical harassment to the children and 50 percent of them responded that they are unaware of it. Similarly, in rural schools' 23.33 percent of parents responded that they are aware that there is prohibition for mental and physical harassment to the children in the school, while 76.66 percent of the parents responded that they are unaware that there is prohibition of physical and mental harassment to the children.

During the study though many of parents were unaware about the prohibition of physical and mental harassment but interestingly researcher found that all of the surveyed parents supported physical punishment to the students. They stated that fear psychosis should be created among the students otherwise they will never focus on the study.

Perception of Students on RTE in Papum Pare District

The students are the main and core part of RTE Act -2009. The RTE Act provisions are basically for the children belonging to 6-14 years of age. The RTE Act emphasizes quality education for the children, retention of students and reduction of

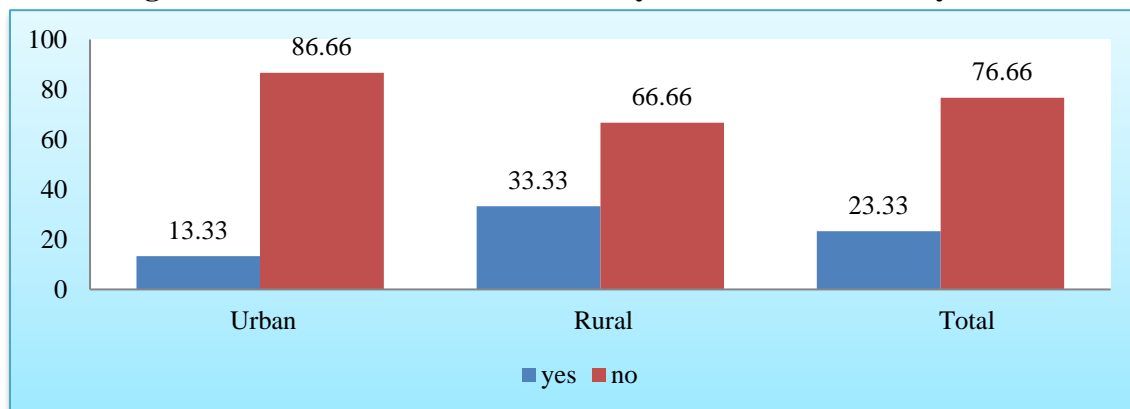
dropout rates of a student that has been set as a main part in the provisions. The perception of students on various provisions of RTE Act can result into huge statements regarding responsibilities of every functionary and stakeholder's in the country. The student's views and opinion can play a significant role to transform the existing system of education including teachers, principals and parents.

Students' perception with regard to the provisions of Right to Education Act- 2009, the researcher has interviewed 150 students from 10 circles of the Papum Pare district. The researcher had randomly picked up the five students from any of the class in the school basically from higher classes. The total of 75 samples from 15 urban school and 75 samples from 15 rural school of district were surveyed by the researcher and percentage wise data analysis is presented in the points below:

Students Awareness on RTE Act

The details analysis of the student's awareness regarding the RTE Act in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.62 as below.

Figure 5. 62: Awareness of RTE Act by the Students of Study Area



Source: Researcher Computation from Field Survey Data, 2018

It is shown in the above figure that in Papum Pare district 23.33 percent of the students responded that they have heard about RTE Act 2009 but they are unaware about its contents, while 76.66 percent of the students responded that they are totally unaware of the RTE Act 2009.

In the urban school's 13.33 percent of the students reported that they have heard about the RTE Act 2009 though do not have any idea of its content while 86.66 percent of the students didn't have any idea on the RTE Act 2009. Whereas in the rural school's 33.33 percent of the students reported that they have heard about the RTE Act 2009 and

66.66 percent of the student reported that they do not have any idea regarding the RTE Act 2009.

The study reveals that maximum of the students in the study area are unaware about RTE Act though very few have heard of it. The researcher observed that the most of students even do not know the thorough reading properly not to talk of writing particularly in elementary classes.so cannot expect to know about the RTE Act.

Provision of Mid-Day Meal in School

During the field study researcher have interviewed higher students from the various surveyed schools regarding the provision of Mid-Day Meal in school. In the Papum Pare district all the students have reported that they received mid-day meal in the school both in the urban schools and rural schools though not every day.

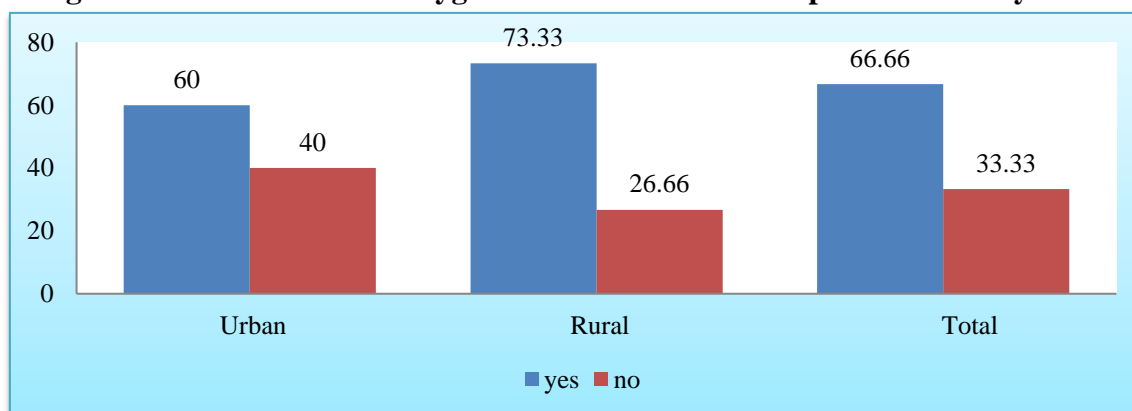
Presence of Playground in School

The details analysis of the availability of playground in the concern government schools in the present study area i.e., Papum Pare district is presented in the Figure 5.63.

From above figure, it can be seen that in overall 66.66 percent of the students responded that their school has a provision of playground, while 33.33 percent of the students reported that their school lacks playground provision.

Similarly, in the urban school's 60 percent of the students reported that they have school playground, while 40 percent of the students responded that their schools are constructed without playground provision. In the rural school's 73.33 percent of the students reported that their school have playground facility, while 26.66 percent students reported that they are deprived of having playground facility.

Figure 5. 63: Provision of Playground in the School Campus in the Study Area



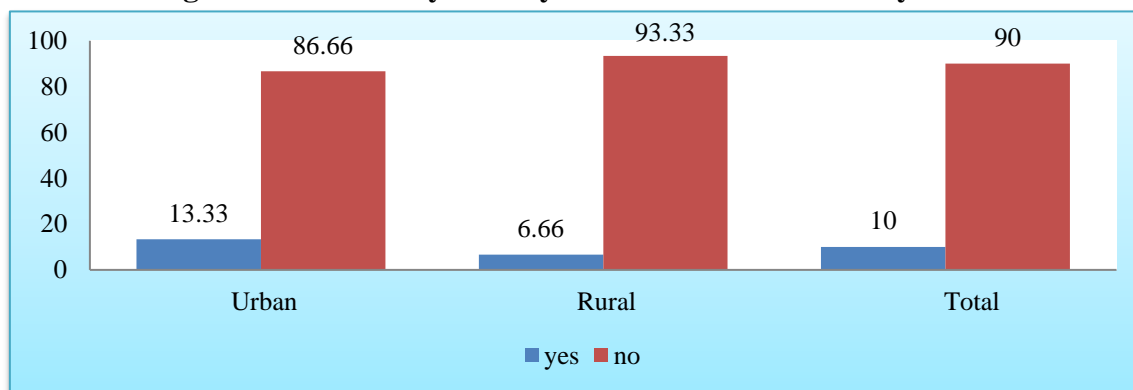
Source: Researcher Computation from Field Survey Data, 2018

The study reveals that both in the urban and rural schools of the study area have playground facility in the Papum Pare district of Arunachal Pradesh.

Library Facility in School

The details analysis of the library facility in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.64 as below.

Figure 5. 64: Library Facility in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

Table shows that 13.33 percent of the student in urban schools reported that their school is lucky enough to have the provision of library in the school, while majority 86.66 percent of the student surveyed by the researcher reported that there is no facility of library in the school. On the other hand, in the rural school only, 6.66 percent student reported that there is a library in the school, whereas 93.33 percent of the student reported that there is no any provision of library in the school.

Surprisingly, in overall only 10 percent of the students reported that they have library in the school, while majority 90 percent of them responded that there is no any library facility in the schools of the Papum Pare district.

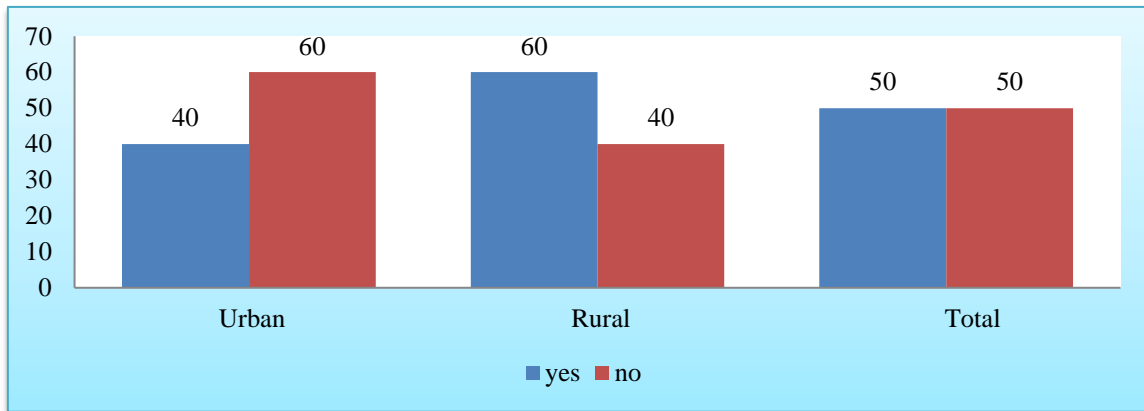
The study reveals that there were only 3 schools with the provision of library facility in the study area though there were very limited books in the library.

Drinking Water Facility in School

The details analysis of the availability of safe water drinking facility in the concern government schools in the present study area is presented in the Figure 5.65.

It is clearly shown in the Figure 5.65 that in Papum Pare district 50 percent of the student reported that their school provides safe water drinking facility, while half of student respondents were reported that there is no water drinking facility in their school.

Figure 5. 65: Provision of Safe Drinking Water Facility in the School



Source: Researcher Computation from Field Survey Data, 2018

Figure also depicts that 40 percent of the students in the urban school reported that there is safe drinking water facility in the school, while 60 percent of the students responded that their school does not have the safe drinking water facility. In the rural school's 60 percent of the student reported that there is safe drinking water facility in the school, while 40 percent of the students reported that there is no safe drinking water facility in their school.

Provision of Free Books in School

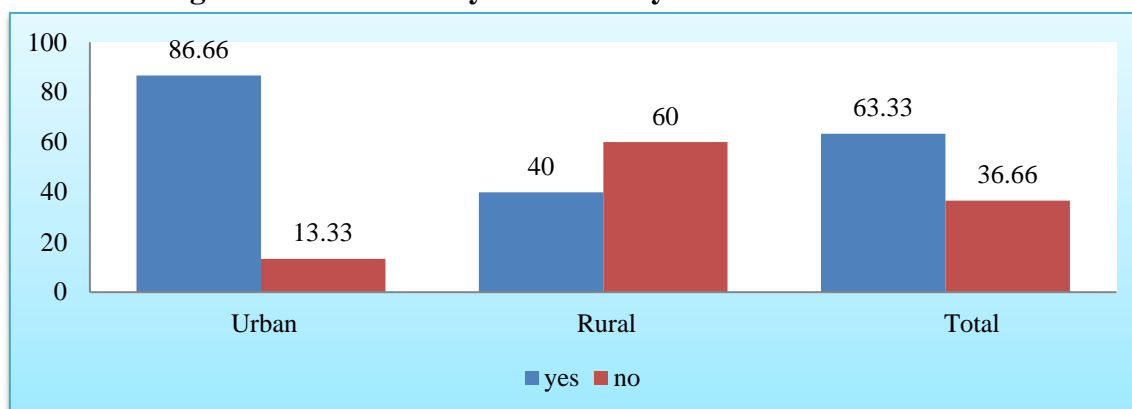
During the field study, students have been interviewed on available supply free books in school. Interestingly, it is revealed that in all the government schools of the Papum Pare district is supplying book for free of cost to the students from class I to class VIII. In other word there is cent percent free book are provided in the all government school as per provision of RTE Act.

Electricity Connectivity in School

The details analysis of the electricity connectivity in the government schools that have been considered for the sample in the present study area is presented in the Figure 5.66.

It has been revealed from the Figure 5.66 that in overall 63.33 percent of the students reported that there is electrification in their classrooms, while 36.66 percent of the students reported that there is no electricity connection in their school.

Figure 5. 66: Electricity Connectivity in the School Premises



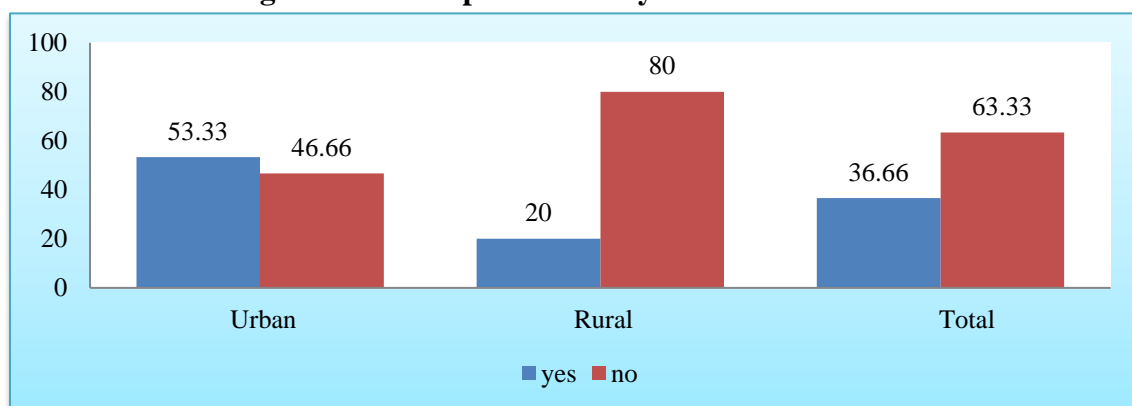
Source: Researcher Computation from Field Survey Data, 2018

Interestingly, in the urban government school's 86.66 percent of the students responded that their school has been electrified, while 13.33 percent of the student reported that there is no electricity connection in their schools. In rural schools the 40 percent of the surveyed students reported that there is electrification in the school and classroom, while 60 percent of the students responded that there is no electrification in their school.

Proper Boundary Wall in School

It is very important to demarcate proper boundary wall for the government school. The details analysis of the proper boundary wall in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.67.

Figure 5. 67: Proper Boundary Wall in the School



Source: Researcher Computation from Field Survey Data, 2018

From the Figure 5.67, it shows that 53.33 percent of the urban students informed that there is proper boundary wall in their school, while 46.66 percent of the students reported that there is no boundary wall in their school. Likewise, in the rural government

school's only 20 percent of the students informed that there is a boundary wall in the school, while majority 80 percent of the students informed that there is no boundary wall in their schools.

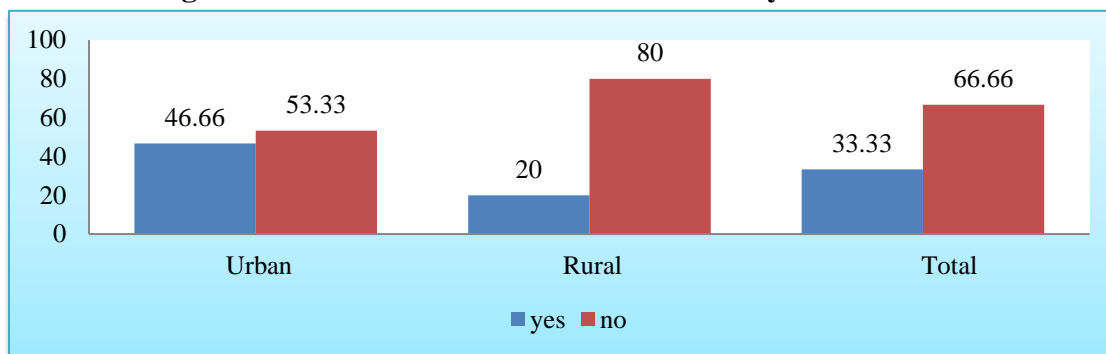
In the Papum Pare district as surveyed by researcher only 36.66 percent of the student responded that there is a boundary wall in their school, while majority 63.33 percent of the students responded that there is no boundary wall in their school.

The study reveals that in urban schools' number of the schools with proper boundary wall were more in compare with schools without boundary wall. But in rural schools of the study area only very few schools were found with proper boundary wall.

Smart Class Facility in School

The details analysis of the provision of smart class facility in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.68 as below.

Figure 5. 68: Provision of Smart Class Facility in the School



Source: Researcher Computation from Field Survey Data, 2018

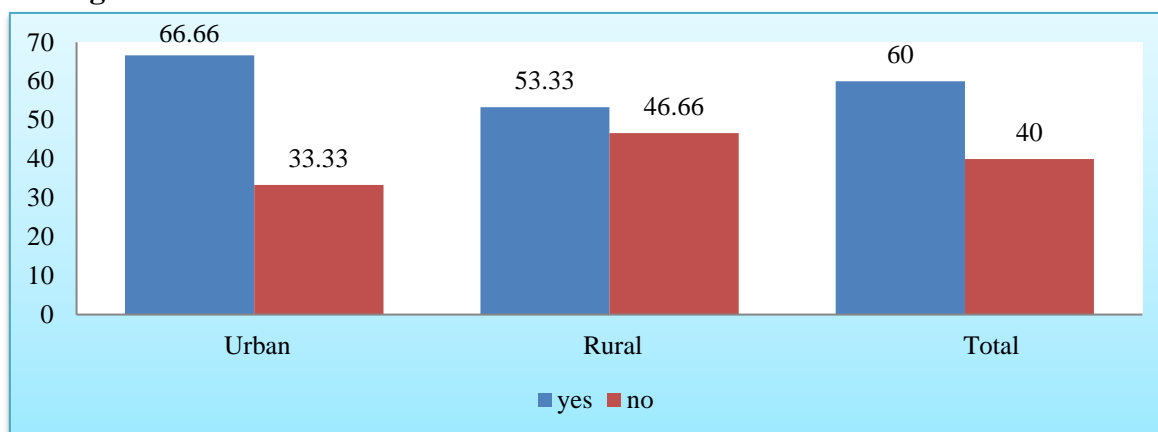
Above figure depicts that in study area 36.66 percent of the students responded that they are lucky enough to enjoy smart class facility in their school, while 66.66 percent of the students responded that they are deprived of smart class facility in their school.

Figure also demonstrates that 46.66 percent of the urban students reported that they are enjoying smart class in their school, while 53.33 percent of the students responded that they are deprived of smart class facility. In the rural school's 20 percent of the students responded that they have a smart class facility in their school, while 80 percent of the student said that they are deprived from this facility.

Availability of Classroom for Each Classes

The details analysis of the availability of classroom for each class in the concern government schools in the present study area is presented in the Figure 5.69.

Figure 5. 69: Provision of Classroom for Each Class in the School Premises



Source: Researcher Computation from Field Survey Data, 2018

It is clear from the Figure 5.69 that in Papum Pare district 60 percent of the students reported that their schools have enough classroom for each class, while 40 percent of the students responded that there is not enough classroom for each class in their school.

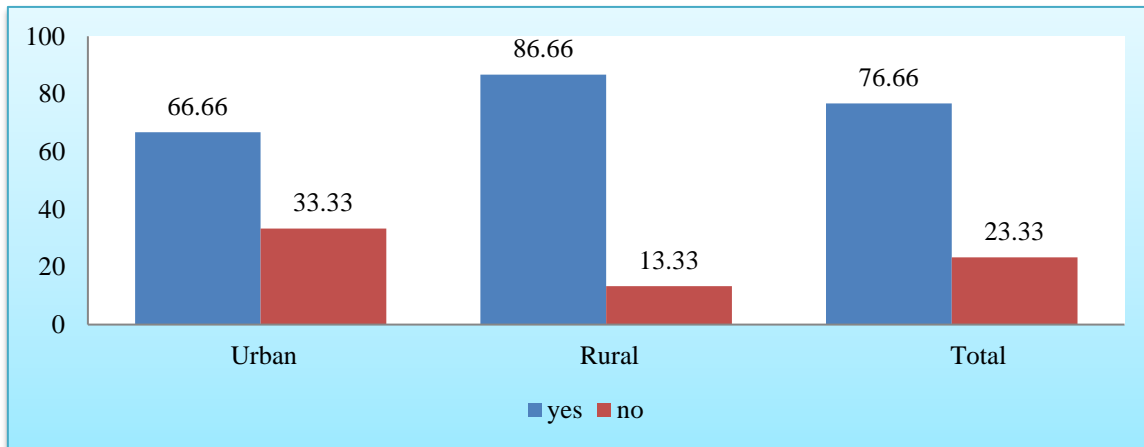
It also shows that 66.66 percent of the urban student responded that there is enough classroom for each class in their school, while 33.33 percent of them responded that there is a scarcity of classroom in their school for each class. In the rural school's 53.33 percent of the students reported that their schools have enough classrooms for each class, where as 46.66 percent of the student reported that there is scarcity of classroom in their school.

Free Admission in School

The details analysis of the free admission in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.70.

In urban school's 66.66 percent of the students accepted that they have enjoyed free admission in the school, while 33.33 percent of the students responded that they have not provided free admission in the school. In rural schools' 86.66 percent of the students accepted that they enjoy free admission in the school while 13.33 percent of the students reported that they do not enjoy free admission in their school.

Figure 5. 70: Free Education Provision in the Study Area



Source: Researcher Computation from Field Survey Data, 2018

However, in overall 76.66 percent of the students in the district provide free education in their schools, while 23.33 percent of the students in the district are deprived of this privilege.

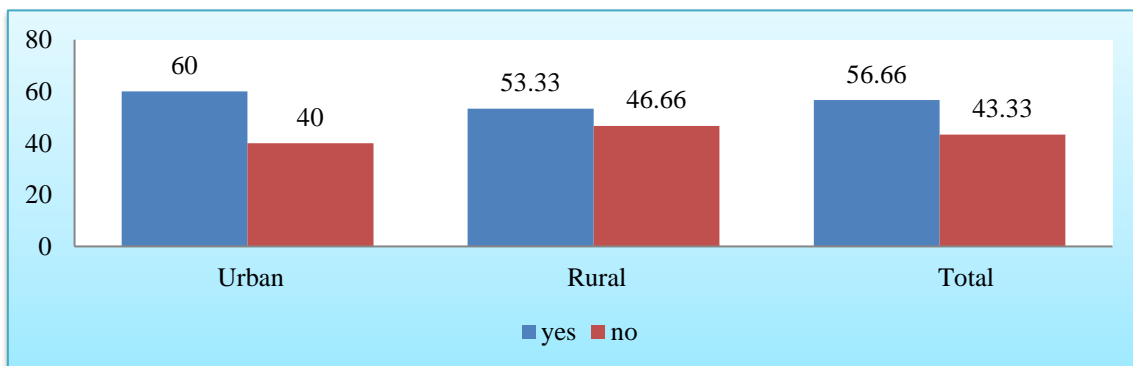
Provision for Separate Toilet for Boys and Girls

The details analysis of the separate toilet's facility for boys and girls in the concern government schools in the present study area is presented in the Figure 5.71.

Figure presents that in Papum Pare district 56.66 percent of students reported that there is separate toilet for girls and boys in their school, where as 43.33 percent of the students informed that there is no such facility in their school as of now.

It also shows that 60 percent of the urban students have reported that there is separate toilet for boys and girls in the school, where as 40 percent of the students reported that there are no separate toilets for girls and boys in their school.

Figure 5. 71: Provision for Separate Toilets for Boys and Girls in the School Premises



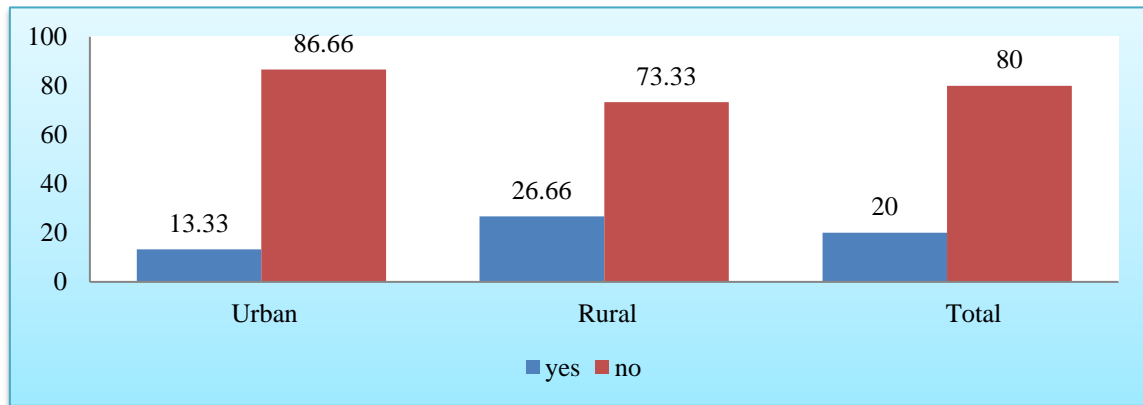
Source: Researcher Computation from Field Survey Data, 2018

Similarly, in the rural school's 53.33 percent of the student reported that there is separate toilet for boys and girls, where as 46.66 percent of them responded that there is no such facility as of now in their school.

Availability of Games and Sport Materials in School

The analysis regarding the availability of games and sports material in the government schools in the present study area is presented in the Figure 5.72 as below.

Figure 5. 72: Provision for Games and Sports Materials in the School



Source: Researcher Computation from Field Survey Data, 2018

‘School provides play material for games and sports’ – As per the below table 20 percent of the students surveyed in the district reported that they enjoy the facility of play material for games and sports in their school where as 80 percent of the surveyed students disagreed of having such facility in their schools. The table also depicts that 13.33 percent of the urban students had reported that there is availability of play material for games and sports, while 86.66 percent of the surveyed students disagreed that there is availability of play material for games and sports in their school. In the rural schools only, 26.66 percent of the students agreed that their school has availability of play material for games and sports, while 73.33 percent of the student disagreed that they have availability of play material for games and sports.

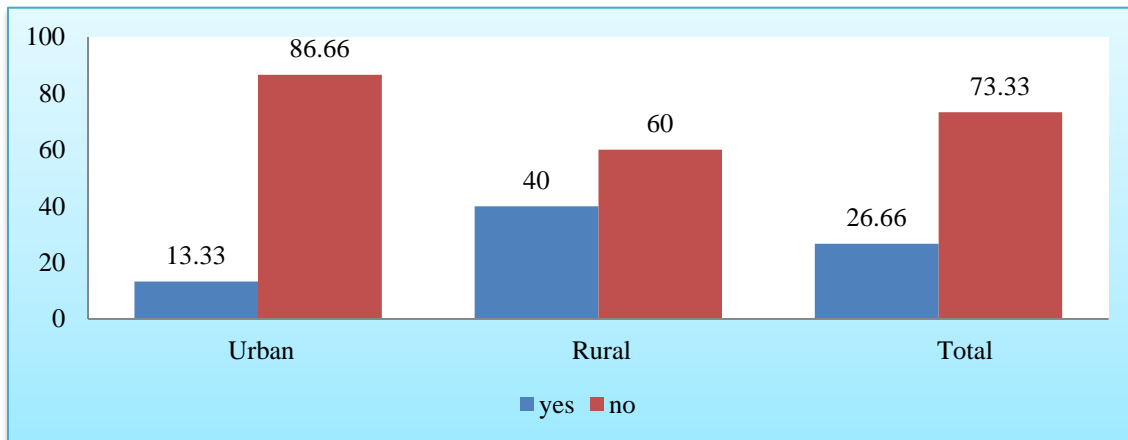
Absenteeism of Students from School

Regarding the statement ‘*Students remains absent from schools*’, It is found that all students both in the urban as well as rural schools of Papum Pare district surveyed by the researcher has been absent from school one or other day due to their own reasons.

Awareness of Students on School Management Committee (SMC)

The details analysis of the awareness of students in regard to SMC in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.73 as below.

Figure 5. 73: Students are Aware of SMC in the School of the Study Area



Source: Researcher Computation from Field Survey Data, 2018

The above figure shows that in study area only 26.66 percent of the Papum Pare district students surveyed by the researcher are aware about School Management Committee, while majority 73.33 percent of the students reported that they are unaware about it.

Figure also depicts that 13.33 percent of the urban students are aware about the School Management Committee, while 86.66 percent of the students are unaware about the School management Committee. On the other hand, in the rural school's 40 percent of the students are aware about the School Management Committee, while 60 percent of the students are unaware about the School Management Committee.

The study reveals that in urban schools of the study area only one or two students were found to be aware about SMC. But surprisingly, significant numbers of students are found to be aware about SMC in rural schools of study area.

Provision of Special training for Drop Out Students

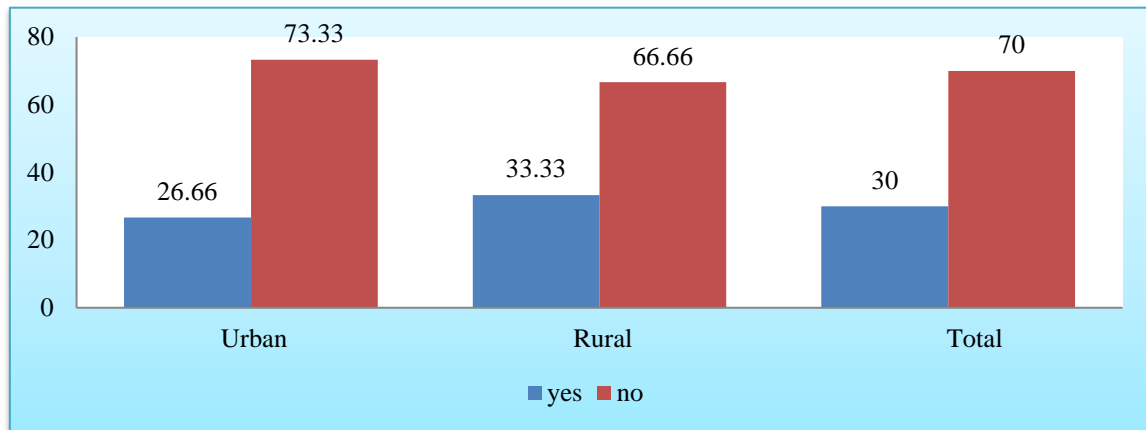
During the field study, it has revealed that both in the urban as well as rural students of Papum Pare district surveyed by the researcher disagreed about the facility regarding special training for drop out students in their schools as of now.

However, it has found that few years back there were used to be bridge course for drop out students in the school.

Additional Help from Teachers

The details analysis of additional help provided by the teachers in the concern government schools that have been considered for the sample in the present study area is presented in the Figure 5.74 as below.

Figure 5.74: Students get Additional Help from the Teacher in the School



Source: Researcher Computation from Field Survey Data, 2018

Regarding the statement ‘*Students get additional help from teachers apart from academic activities*’, it is clearly shown in above figure that in study area only 30 percent of the students had reported that they had received additional help from teacher apart from teaching in classroom while 70 percent of them reported that they never had that opportunity.

Above figure also shows that 26.66 percent of the urban students have received additional help from teachers a part from classroom teaching, while majority 73.33 percent of the students replied that they never had any additional help from teachers a part from classroom teaching. Likewise, in the rural school’s 33.33 percent of the students reported that they had received additional help from teacher apart from classroom teaching and 66.66 percent of them disagreed that they ever had received any additional help from teacher. The study reveals that in compare to students of urban school, the students of rural schools of the study area are found to be getting more help from their respective teachers in the school.

However, after the discussion regarding the perception of different stakeholders pertaining to the RTE Act implementation in study area, it is found that the head teachers and teachers surveyed in this study are completely aware about the RTE Act but only 10 percent of head teacher have copy of RTE Act document or copy. Whereas none of the teacher possessed RTE copy in the study area. Regarding the implementation of RTE in

their schools, both the urban and rural government schools head teachers and teachers have reported that there is 100 percent practice of free and compulsory education to the child belonging from 6 - 14 years of age in the school. Interestingly, for the provision of differently disabled students not a single parent reported that they have seen any provision for disabled child in the school. All the head teachers of the schools and the students surveyed by the researcher in the study reported that they provide mid-day meal. It was found that several percent of the head teachers and teachers were assigned duties which are not covered under the provisions. Majority of the head teachers and teachers have reported that they have enough classrooms for each class. Majority of the schools seems to have electricity connection particularly in the urban schools while in rural schools many of the schools are found without electrification.

In regards to parents, it has been found that none of the parents had faced any difficulty in school admission of their child. All of the parents responded that school maintains proper norms and regulations for the students. However, rarely parents have responded to have seen the changes in education system even after implementation of RTE Act. Surprisingly, insignificant numbers of parents were aware about the CCE pattern of the education. Though it was existing earlier yet parents are unaware about it since they themselves never know what kind of education system is prevailing in the school but their only concern is that their child should get education.

In regard to students, it has been found that majority of the students understood that they were getting free admission in their schools. Less than half the students feel lucky enough to enjoy smart class facility particularly the urban school students. Less than half both in the urban and rural school student responded that there is a boundary wall in their school.

Therefore, at the end it has been found that RTE programme and policy has been implemented without any proper strict guideline and supervision in the concern government schools of the study area. It is the need of the hour that every intellectual publics, Panchayat or elected leaders, NGOs, and state government should emphasize more important to the practical parts of the implementation of RTE rather than theoretical. The next chapter deals with the summary and conclusion of the present study or thesis.

CHAPTER – VI
SUMMARY, FINDINGS AND
CONCLUSION

CHAPTER - VI

SUMMARY, FINDINGS AND CONCLUSION

The last chapter deals with the analysis and interpretation of the primary data collected from the field survey pertaining to the perception of different stakeholders regarding RTE implementation in Papum Pare district. The present chapter provides the summary, findings and policy implications and analysis. The chapter is divided into two major sections. The first section deals with summary outline of the thesis. The second section deals with the findings and policy implications of the thesis.

This is a study on “Right to Education Act in India: A case study of Papum Pare district, Arunachal Pradesh.” It is divided into six chapters. Chapter –I: is an *Introduction*; Chapter -II: is about *Universal Elementary Education in India: Policies & Programme*; Chapter – III: deals with the *RTE in Arunachal Pradesh*; Chapter – IV: presents the discussion on *Emergence of Education with Special Reference to RTE in Papum Pare District*; Chapter- V: critically analyzed the *Perception of Different Stakeholders Regarding RTE Implementation in Study Area*; Chapter-VI: presents the *Summary, Findings and Conclusions*

The present study revolves around the following major objectives:

1. To provide the understanding regarding the main goals and provisions of RTE Act in the study area: The growth and development of any person, community, place, country and so on are solely dependent on education system of that particular area. In India RTE Act emphasize free and compulsory education for the child belonging to the age group of 6-14 years. The researcher have reviewed many existing literature regarding the main goals and provision of RTE Act in India. The detail discussion regarding the understanding of the main goals and provisions of RTE Act in India and the study area are provided in the chapter – I (pp. 1-27).
2. To highlight the background and implementation of RTE in India: In India RTE Act emphasize free and compulsory education for the child belonging to the age group of 6-14 years. The researcher have reviewed many existing literature regarding the main goals and provision of RTE Act in India. The detail discussion regarding the understanding of the main goals and provisions of RTE Act in India is provided in chapter –II (pp. 29--64).

3. To study the implications of RTE on enrollment and literacy rate in Arunachal Pradesh: The Arunachal Pradesh schools have adopted NCERT syllabus and are affiliated to the CBSE, New Delhi. After the implementation of RTE Act, at present all the interior areas of the state, in every district, primary schools have been opened and free education is provided up to class VIII standard. The implications of RTE on enrollment and its impact on the education system of Arunachal Pradesh have been discussed comprehensively in the Chapter -III (pp. 66-89).
4. To understand the perception of different stake holders and their awareness level regarding RTE in the Papum Pare district: Papumpare district is the epi-centre of Arunachal Pradesh as its capital city Itanagar is located in this district. After implementation of RTE Act there are total 37293 students studying in 311 schools of papumpare district. To understand the perception of different stake holders towards the awareness level regarding RTE in papumpare district has been widely discussed in chapter -IV (pp 91-108)
5. To examine the prospects and key challenges of RTE Act in Papum Pare district: According to the fifth objectives of the study, data was thoroughly analyzed and interpreted. The analysis of the regarding perception of stakeholders' namely: head teachers, teachers, parents and students on RTE and their awareness level in Papum Pare district of Arunachal Pradesh has been discussed. In addition to that the researcher has examined the prospects and key challenges of RTE Act in Papum Pare District. This detail discussion can be found in Chapter – V (pp. 111-176).

To examine the objectives of the present study the researcher has considered multistage and stratified random sampling method for selection of sample. Out of 20 districts, Papum Pare district is being selected where capital of Arunachal Pradesh, Itanagar is located. First Right to Education Act is being implemented in this area and it plays a role model for every policy implementation of state government to the other districts. It was most appropriate for conducting research in this region to know about the functioning of RTE Act. Out of the total 15 circle, 10 circles have been selected for the study.

Further, sample has been divided into four categories namely: head teachers, teachers, parents and students. These four groups of random samples have been equally divided into 10 (Ten) different strata namely – Itanagar, Naharlagun, Doimukh, Banderdewa, Kimin, Balijan, Sagalee, Gumto, Toru, and Mengio circles. The total

sample consists for the present study is 270 which included all categories of respondents. The details discussion regarding the sample for present study has been given in Chapter – I (pp. 19-22).

The present study on Right to education Act in India- A case study of Papum Pare District, Arunachal Pradesh has tested the following hypothesis.

1. The implementation of the RTE Act has not significantly increased the enrollment and literacy rate in Papum Pare district of Arunachal Pradesh.

During the study, the 30 percent of the head teachers have reported that there is increase in enrollment of students in the schools after the implementation of RTE Act, while the remaining 60 percent did not notice any such difference before and after the implementation of the RTE Act. Among the head teachers of the schools in urban area, 33.33 percent reported that there is increase in enrollment of students in their schools, while 66.66 percent of the head teachers surveyed by the researcher reported that there is no any such increment in student enrollment in the school after enactment of RTE. Therefore, hypothesis 1 is found to be positive.

2. Awareness level relating to education has not significantly increased after the implementation of RTE Act.

Out of the sampled head teacher, 15 out of 15 both in rural and urban school head teacher agreed that they are trained and aware about the RTE Act, which makes 100 percent agreement on the statement that they are aware about the RTE Act as a head of school. To the statement, 'Teachers are well trained and aware of RTE Act', it has been observed that in both urban and rural government school of Papum Pare district surveyed by the researcher, 100 percent of teachers are well trained and aware about the RTE Act. However, the 35 percent of the parents in Papum Pare district were aware of RTE Act 2009 while 65 percent of parents remained unaware about the RTE Act 2009. Further, the statement 'students are aware about RTE Act', only 23.33 percent of the students responded that they have heard about RTE Act 2009 but they are unaware about its contents, while 76.66 percent of the students responded that they are totally unaware of the RTE Act 2009. Though there is increase in awareness level of RTE Act but not significantly, therefore hypothesis 2 is found to be partially positive.

Summary

The present study has been divided into six chapters. The following section summarizes the chapter of the thesis

In chapter – I of this study, the theoretical and research context of the problem has been discussed along with all the suitable and brief reviews of the research studies which were found to be significant. Its rationale, significance, and objectives are also enumerated in this chapter. It also consists of the detailed procedure followed by the researcher in conducting the study as it includes the methodology of the research work, which discusses the population, sample, the technique of sampling, description of the tools used. It also includes hypothesis and organization of the thesis.

Chapter II discussed the background and emergence of Universal Elementary Education system in India like Education in ancient India, Education in medieval India. It also deals with education provision in the Indian Constitution and background of Right to Education (RTE) in global scenario in general and Indian context in particular. This chapter also provides education system of British Regime and their various policies and acts regarding education scenario of India. Chapter also further discusses the background and implementation of Rights of children to free and compulsory education Act, 2009.

Chapter III describes the Right to Education in Arunachal Pradesh. The chapter also covers up the topics like evolution of education in Arunachal Pradesh, major issues and challenges in growth of education in Arunachal Pradesh etc. It also discusses about the literacy rate of Arunachal Pradesh in previous and present times. The prevailing educational schemes and policies in the state are also described in this chapter.

Chapter IV describes the study area and sample in detail. It also describes the demography of the district and changing patterns of socio-economic activities. Further chapter discusses the education scenario of the study area and various educational institutions established in Papum Pare district.

The technique of the analysis along with all the tables, graphs and interpretation are included in chapter V of the study. This chapter consists of both the quantitative and qualitative analysis of the data. The chapter also discusses in detail the perception of Head teachers, Teachers, parents and students with regard to RTE in Papum Pare district.

The present chapter i.e., chapter VI is the last chapter of the thesis which includes the findings of the study along with their implications for educational practices,

suggestions for reformation in governmental policies and also for the further research work.

Findings from Secondary Sources

The findings from the secondary sources of the present study are comprehensively provided as follows:

Evolution of RTE

In the context of ancient education system in India. The present study revealed that there were two types of education systems: Vedic education and Buddhist education system. Sanskrit language was the medium of instruction for Vedic education system and Pali was the Buddhist education system's medium of language. It is seen that the administration and the rulers never interfere in the education system. Therefore, education was freely controlled by the teachers. During that time, Gurukula was the primary teaching centres.

In the advent of Muslim ruler in medieval period in India the ruler even landlord started to assistance in the establishment of educational institutions. There were three different types of institutions: Maktabs, Khanqahs or school attached to the Mosques, and Madrasas. The main goal was to propagate Islamic education and its ideas, as well as to religiously educate people.

The arrival of Christian missionaries and the British East India Company in 1600 AD changes the scenario of education in India. They introduced English education system in India. In the initial period, the British East India Company was not in favour with development of education system in India as their main motive was trading and profit making. In the journey of modern education in India many policies and programme were framed and some of them were failed to implement in education curriculum.

The study also revealed that many countries from over the world came together in 1945 to build peace and humanity, as well as to pledge to protect the dignity of all human beings everywhere. In 1948, a significant proclamation in human history was issued in the form of the Universal Declaration of Human Rights, which outlines the nature and scope of human rights in great detail, embracing a variety of social, political, economic, and cultural rights of individuals. The right to education was recognized as a human right for everybody, among many other rights.

According to Article 26 of the Universal Declaration of Human Rights (UDHR), “Everybody has the right to education. Education shall be free at least in the elementary

and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit.” This implies that education should be available to everyone.

After the independence, the second and third-five-year plans visualise free and universal education for students aged 11 to 14 years, in accordance with the main task of Universalization of Elementary Education (U.E.E). The National Educational Policy of 1968, the National Policy of Education 1986, the National Policy of Education 1992, the Sarva Shiksha Abhiyan (2001) and the Right to Education Act (2009) were framed in the support of modern education system in India.

Educations in Arunachal Pradesh

It has been found that except the Buddhist script of Khamtis and Monpas, the people of Arunachal Pradesh had no knowledge about reading or writing prior to independence. After independence, the first school was established by local tribal people in Pasighat in 1918, and another by the Adi community of the Dibang Valley in Dambuk in 1922. However, after the 1962, Indo-China war the actual development was started in NEFA. Before 1972 the medium of instruction was Assamese, though it was replaced by English and Hindi as a second language on January 20, 1972 when the state was elevated to the rank of Union Territory and renamed as Arunachal Pradesh.

The study revealed that Arunachal Pradesh was a late starter in the formal education due to many unfavorable factors like inaccessibility, lack of administration, illiteracy, ignorance of local people and lack of transportation and communication. Arunachal Pradesh has found to be steady expansion of educational institutions after the 1972.

The first census was conducted in Arunachal Pradesh on 1961 then known as NEFA. At that time the literacy rate was just 7.23 percent compared to 28.30 percent at all India level. For the first time, Indira Miri from the Assam had been selected as the NEFA's Education Officer.

RTE in Arunachal Pradesh

The study revealed that the education department for NEFA was established in September, 1947. In December, 1947, a Teacher Training Institute was formed to provide training to teachers in order to promote education throughout the Arunachal Pradesh

It is also found that on the October 28, 2010, the former Directorate of School Education established in November 20, 1956 was split into two separate Directorates, namely:

1. The Directorate of Elementary Education.
2. The Directorate of Secondary Education.

The Department of Elementary Education is committed to provide "Free and Compulsory Education" to all children aged 6 to 14 years. Since 2010, the RTE Act of 2009 has been implemented in the state of Arunachal Pradesh.

As per 2014-15 Census, Arunachal Pradesh stood second in position with totality of 71,807 numbers of educational institution after the Assam in North Eastern states of India.

From the year 2018, a good number of educational institutions have established in Arunachal Pradesh. There were 2,273 primary schools, 1,311 middle schools, 302 secondary schools, 161 higher secondary schools, 36 colleges, 9 engineering institutions and 9 universities.

Further, it has been found that the number of schools after the implementation of RTE in Arunachal Pradesh. Papum Pare district being the capital region leads total number of schools with 429 schools followed by Changlang district with 373 schools. While Dibang Valley district is lowest with only 30 schools. Anjaw district follows with only 99 schools.

In Arunachal Pradesh, Papum Pare has maximum number of teachers with figure of 3604 teachers West Siang district follows with 2106 teachers. Dibang Valley district has lowest number of teachers just with 162 teachers and second by Anjaw district with 399 teachers.

However, more than two-fifth of the total population are still illiterate in the state, which indicates that lots of works need to be done yet. This situation is in existence in spite of all the schemes and efforts, so new comprehensive and specific innovation and better implementation of the existing centrally sponsored and state-based schemes need to be given proper care.

Education and RTE in Papum Pare District

The study revealed that the Government of Arunachal Pradesh articulated and implemented "The Right of Children to Free and Compulsory Education Rules, 2010"

using the authority conferred by section 38 of the Right of Children to Free and Compulsory Education Act 2009. It took effect in Arunachal Pradesh on May 20, 2010. In Papum Pare district, the Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010 was first implemented.

During the study, it has been found that the state government framed the Education Act-2010 after the imposition of the Right to Education Act-2009, and several rules were framed by Government notification ED2/167/2009 dated August 19, 2010, but it is not being implemented properly in the state as a whole, and particularly in the Papum Pare district as per demanded by the Arunachal Pradesh Elementary Teachers Association (APETA) on 25th November, 2017. However, the emergence of education sectors in Papum Pare district has been somewhat accelerated after the implementation of the Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010 under the aegis of RTE Act, 2009.

In 1952-53, the undivided Lower Subansiri district had three lower primary schools located at Ziro, Pittapool and Doimukh. During the third Five Year Plan in 1973-74, after which the number of schools in the undivided Lower Subansiri district increased to 90, of which 78 were Primary Schools, 9 Middle Schools, and 3 Higher Schools.

As per 1991 Census the literacy rate of Papum Pare district before the implementation of RTE Act, 2009 was 41.6 percent out of which 51.1 percent was male literacy rate and 30.7 percent was female literacy rate. Further, raised to 69.32 percent in the year 2001.

After the implementation of Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010. The literacy rate of Papum Pare district was increased to 82.14 percent of which 87.33 percent was of male and 76.65 per cent was of female.

The present study revealed that there are total of 311 government educational institutions within Papum Pare District, out of which are 1 University, 2 Colleges, 8 Higher Secondary Schools, 14 Secondary Schools, 89 Middle Schools and 198 Primary Schools.

Findings from Field Study

The findings from the field survey of the present study are broadly summarized as follows:

Awareness and Satisfaction of RTE

The present study has found that all the head teachers and teachers of the Papum Pare district, both urban and rural schools have complete awareness about the RTE Act. In regards to availability of RTE document, it has been revealed that maximum numbers of head teachers from both the urban and rural area have not availed the copy of RTE Act. Thus, the head teachers of government schools of Papum Pare district are not satisfactorily implemented the RTE Act in the concern school. The study also found that many of the head teachers have attended orientation program of RTE Act. Although all of the head teachers had informed their willingness to participate in any such program whenever organized, but due to interior location of the schools and communication gap had resulted in lesser participants in orientation programs. However, the school teachers of Papum Pare district reported that they are always ready to attend any program related to RTE whenever they got an opportunity, although there are very rare occasions where they get this opportunity.

Parents are considered as the first teacher of the child who are needed to be well educated and aware to teach their own child. But this study has revealed that most of the parents of the study area are illiterate and unaware about the RTE Act and its provisions. Further, the study also revealed that maximum numbers of the students in the study area are unaware about RTE Act, even they have not heard about it. The researcher observed that the most of students even do not know the thorough reading properly not to talk of writing particularly in elementary classes. So, they cannot be expected to know about the RTE Act.

RTE and its Impact on Enrolment

The study revealed that all the schools in Papum Pare district have provided admissions to the below 6 years of age whereas, it is not mention in RTE Act in regards to admission of child below 6 years of age. It is important to note that only few numbers of children above 14 years of age have applied for admission enrolment in the government schools of Papum Pare district. Fascinatingly, it has been revealed during the field survey in the study area that maximum numbers of students prefer to be admitted in the private school rather than that of government school due to better facilities in private

school. The study also revealed that all the teachers from both rural and urban government schools of the study area have reported that the 'free and compulsory education for 6-14 years of child' is being provided and implemented as per the RTE Act.

It has been revealed by present study that maximum number of students who applied for admission in both the government schools of urban and rural schools in the study area have provided admission by the concern schools head teacher. Whereas few numbers of head teachers reported that, due to certain reasons some admission seekers had been denied. It has also reported that popular system called '*Catchment area and Non-Catchment Area*' is used for the enrolment in the urban locality government schools in the Papum Pare district of Arunachal Pradesh due to many admission seekers.

Further, it is also reported that no parents have ever faced any difficulty in their child's admission in the government school. However, most of the parents those who are financially sound admits their child in private schools. From the present study it has been revealed that there is increase in enrollment of students in the schools after the implementation of RTE Act. However, the maximum numbers of head teachers have not noticed any such difference before and after the implementation of the RTE Act.

RTE and its Impact on Overall growth of Children

As per school teachers reports the number of drop out students in the study area is minimum particularly after the implementation of RTE Act in the region. The present study has revealed that there is no special training provision for the drop out students in Papum Pare district of Arunachal Pradesh. However, there used to be some bridge course for the drop out students during vacations which are not implemented now-a-days. The study reveals that maximum of the parents are totally unaware of RTE provision for drop out children where drop out students can be admitted in appropriate class according to the age.

During the study, it has been revealed that many of parents were unaware about the prohibition of physical and mental harassment in RTE Act. But interestingly researcher found that all of the surveyed parents supported minor physical punishment to the students. They stated that fear psychosis should be created among the students otherwise they will never focus on the study.

The present study also revealed that RTE Act defines 'disabled child' as children with disadvantage group. It is observed in urban schools of study area maximum of them

never heard of it and in rural schools of study area none of the parents have ever heard of special provision for disabled child in the school. Moreover, disabled Children are very rare in this district. The researcher found that maximum parents being illiterate and ignorant about the special provision for disabled child though not implemented in the school. It is reported by head teacher that the numbers of differently abled students' percent are high in urban government school than that of rural school in the study area. It has been found that very few students have been retained those who are weak or repeated failure to pursue their study in the concern government schools of the study area for two or more years.

It is found that according to RTE Act, a child can never be expelled from school till the completion of elementary education. However, in Papum Pare district in rare case this RTE Act provision was violated and interestingly child and his parents also never claim of this said provision. However, it has been revealed that a very few uncontrolled naughty students have been expelled. However, the case of expelling situation is very rare. Therefore, after the implementation of RTE Act, there is positive impact on the overall growth of children in the Papum Pare district of Arunachal Pradesh.

Assessment of School's Infrastructure

The study revealed that maximum numbers of head teachers have reported that they have enough classrooms infrastructure for each class, while some numbers of the head teachers reported that they don't have such infrastructure for which they have to manage in the same classroom. Thus, the majority of the schools in Papum Pare district have separate classroom for each class while minimum numbers of schools in study area have no separate classroom. As per the RTE Act 2009 there should be sufficient classroom for each class. But the present study reveals that only 60 percent of students reported that their schools have enough classrooms for each and every student. It was found that the rural schools have more scarcity of classroom where even different classes of students were taught in single classroom.

During the field survey it was found that many of the parents reported as per the information of provided by their children that there is provision of office cum store room attached to head teachers chamber. The study revealed that majority of the parents have reported that there is store room cum office in the school. It is also revealed that some of head teachers' chamber/room itself was adjusted as store room cum office in the study

area. Similar, the majority of the school teachers reported that there is availability of store room cum office in their respective schools.

The study reveals that the Allahabad High Court ruled that there must be compulsory playground within school grounds under RTE Act 2009. The present study shows that the majority schools located in Papum Pare district don't have playground in their school campus. It is also observed that schools in rural areas have a greater number of playgrounds comparatively than to urban schools in study area. Further, it is also found that playground facilities in rural schools are far better than that of the urban schools' playground in Papum Pare district. During the field survey, it is also reported that the majority of schools have the facility of Kitchen shed for mid-day meal in Papum Pare district.

Provision for Separate Toilet Facility

There is a provision of separate toilet for boys and girls in the RTE Act of 2009. The present study has found that majority of the schools in Papum Pare district have toilet facilities for both boys and girls separately in the school, while few numbers of school in Papum Pare district don't have this facility. It is also found during the field visit in the study area that toilets are not maintained properly which looked very dirty and unhygienic. The study also revealed that most of the urban schools have separate toilets for girls and boys in comparison to that of the rural schools in Papum Pare district where majority government schools have common toilets for both boys and girls.

Provision for Drinking Water Facility

As per the RTE Act 2009 there is a provision for providing safe drinking water to the students. The present study revealed that majority of rural government schools in Papum Pare district provides safe and adequate drinking water facility in their schools whereas majority of the urban government schools in Papum Pare district do not provide safe and adequate drinking water. As per the observation, the study revealed that mostly water filters are used in urban schools for safe drinking water while tap waters are used for drinking water in rural schools of Papum Pare district.

Modern Teaching Learning Equipment in the School

The study revealed that only few of the schools located in Papum Pare district have received teaching learning equipment's yet these facilities are not used properly due to lack of professional teacher or sometimes unwillingness of teacher to use it. However, maximum numbers of head teacher reported that their school have never received

teaching learning equipment from the higher authority. However, most of the teachers stated that they manage these equipment's through their own expenditure. Modern era is the age of smart class but unfortunately the present study revealed that majority of government schools located in Papum Pare district don't have the provision of smart class in their school. It is also found that none of the rural government schools have privilege of smart class in their school.

In this study, it is found that only few secondary and higher secondary schools of the study area have the privilege of computer lab facility which are provided to higher class students only. Moreover, the study revealed that only one government school was found with computer lab facility in urban study area. Surprisingly 3 numbers of the rural government schools have computer lab facility. Basically, higher schools were seen as having computer facility.

The majority government schools of both rural and urban locality in the Papum Pare district have provided electricity connectivity in their schools. However, there is no ceiling fan facility in the school. However, most of the rural government schools' electricity connection have not connected in proper way. During the study it was found that in urban schools have more electrification in compare to rural schools of the study area.

Library Provision

During the field study it has been found that only one school each in urban and rural school that responded that there is library facility in their school with minimum book facilities. Although, few numbers of teacher have reported that library facility is provided in their school. Moreover, all school teachers from rural area of Papum Pare district reported that there is no library facility in their school.

The study reveals that there were only 3 schools with the provision of library facility in the study area though there were very limited books in the library. Surprisingly, very few numbers of the students reported that they have library in the school, while majority of them denied about it in the schools of the Papum Pare district

Response of the State Government and Administration

In response of the state government and administration of Arunachal Pradesh towards the RTE Act implementation in Papum Pare district. The present study has been found that they are providing mid-day meal to the government schools in the Papum Pare district. However, it has been revealed that only few of the government schools located in

the Papum Pare district are providing mid-day meal in regular basis to the students irrespective of irregular supply from the higher authorities. The study also found that the majority of the surveyed schools in the Papum Pare district don't have kitchen facilities in their school. The study reveals that many of the schools prepares mid-day meal in open shed area. It is also important to note that school administration don't provide utensils to have mid-day meal like plate, glass, etc. thus, students are managing these utensils for themselves from their parents/home. Mid- Day Meal Scheme was launched in the year 1995 to give boost to Universalization of Primary Education in order to increase enrolment and attendance of the children. Study also reveals that the higher authorities do not supply the necessary mid-day meal items in time. It was also found that head teachers of the concern schools sometimes managed and provide mid-day meal from their own salaries though they recovered through the convergent cost in later. During the study researcher observed that few of the parents themselves contributed in constructing local kitchen shed for serving mid-day meal to children though majority of school lacks this facility. The study also revealed that Mid-day meal items were cooked up in open space or sometimes teachers used to bring from their house.

The School Management Committee (SMC) is present in each and every school of the study area which helps in functioning of day to day activities of the school management. Only one school has been found to be violating the norm of RTE Act, by not providing a female member in the SMC of schools, whereas all other schools are following the norm by appointing female members in the SMCs. It has been reported that SMCs of concern government schools of the study area are actively performing their duties. Interestingly, SMCs of rural area schools are more active than that of urban locality schools. During the field survey, it has been revealed that both in the urban and rural schools of the Papum Pare district surveyed by researcher have cent percent School Management Committee in each and every school. Even some of the parents are members in school management committee.

The present study has revealed that the NCPCR and SCPCR actively engaging in urban government schools of Papum Pare district. Therefore, the school's teachers and authority were aware about it. However, some of the rural government school's teachers and authority were never heard about it. Thus, the NCPCR and SCPCR are mostly dormant in the rural government schools of the Papum Pare district.

Administration in the government schools found to be loose because, as reported by the head teachers. The study also revealed that the State Advisory council of the education rarely visits in any of the schools of the Papum Pare district. Surprisingly, only numbers of head teachers reported that their schools have been visited by the State Advisory council of the education. This indicates that the state advisory council of Arunachal Pradesh is irresponsibility and they are not performing their duty judiciously.

The study found that many of the staffs especially SSA teachers are not paid in time. The majority of the head teachers have reported that some staffs are contractual therefore they are not paid as per norms. Unfortunately, school authority of the Papum Pare district reported they do have sufficient teaching staffs as per the provision. Regarding salary payment, only few numbers of staff have reported that they are paid in time as they are regular employee, while maximum numbers of the teachers informed that they are denied of timely payment as they are in SSA scheme. The study revealed that there are more regular teachers in urban areas in comparison to rural areas and in rural government schools, contractual teachers are more than regular teachers. Moreover, it is also found that majority of the teachers are unwilling to serve in the rural schools, and are competing to get posted in urban schools. It is also revealed that majority of the head teachers in the district have reported that they have been assigned such duties which are not covered under the provisions of RTE Act. This duty assignment is found to be highly prevalent during the election times as first recruitment for election staffs are being selected from teachers. However, in Papum Pare district, school teachers have not generally deputed to other works except in academic field. It symbolizes that district administration in Papum Pare district are more supportive to the teachers not like other districts where they are frequently assigned duties which are not covered as per the provision of the RTE Act.

It is revealed through field study that as per the guideline of RTE Act 2009, All the government schools of the Papum Pare district is supplying book for free of cost to the students from class I to class VIII. Right to Free and Compulsory Education Act is an act of parliament to provide basic education to all the citizens of India. Though RTE Act has a provision for free and compulsory education system, it was found that majority of the students had informed that their school charged minimum fees during school admission. The study revealed that though RTE Act is being formulated but in practical sense government do not provides all the needs that is require for school as per provision of

RTE Act which resulted for collection of minimum fees from students by school authorities.

Challenges in Implementation of RTE

During the field study researcher came to know that there are challenges in implementation of RTE in the study area. From the field study researcher came to know that there are insufficient teaching faculties in the many of the schools. The government of Arunachal Pradesh needs to recruit available number of teachers to fill up the vacancy posts in different schools of the study area so that it does not hamper the implementation of RTE Act in smooth way. During the field study it was also revealed that there is competition among the teachers to be posted in the capital region. It was also revealed that those teachers who are politically inclined and relatives of politicians are posted in the capital region. As such there is excess numbers of teachers in capital region where as interior areas of schools suffers insufficiency of teachers.

In response to the general perception that RTE Act has change the education scenario of India but researcher found something else in the field survey. During the field survey majority of the parents and few of the teachers reported that there is less admission seeker in the school. The reason they cited were that there is huge number of private schools which provided better facility to the children. Another reason cited were that many of the parents in the rural areas do not care of their child whether children are studying in the school or not. Moreover, they are innocent and ignorant who are unaware of the RTE facilities in the school.

The research has revealed many challenges in the implementation of RTE Act, and it is essential to overcome these challenges in India and particularly in Arunachal Pradesh. Certain measures are needed to be taken to encounter hindrances in the smooth implementation of RTE Act are as follows:

1. Unaware about the important sections of the RTE Act by local people of the Papum Pare district. Mass awareness programmes should be organized for the parents, teachers and the implementing authorities for effective implementation of RTE Act, 2009.
2. Ineffective performance from NCPCR, SCPCR and State Advisory council for education.
3. Lack of training programmes for the people associated with RTE Act (administrators, managers, principals, teachers etc.) should be conducted by the

government for the effective and strict implementation of RTE Act and to establish proper coordination among different implementing agencies.

4. Minimization of dropout children from government schools of Papum Pare district.
5. Lack of Mid-day meal supply to the government schools of Papum Pare district.
6. Recruitment of trained and qualified teachers and not deploy them at other places for non-academic work and teaching should be recognized as dignified profession.
7. Encouragement of teachers training and professional development of teachers and prohibit them from tuition activity.
8. Proper monitoring in school to manage pupil teacher ratio to desired level of 30:01 and check physical punishment given to the children and donation to be demanded by the schools.
9. Inclusion of the Children with Special Needs and Religious Groups in the preview of RTE Act.
10. Absenteeism of teachers is needed to be strictly checked. Vocation oriented curriculum on the line of Basic Education should be employed.
11. Lack of transparency to check corruption and nepotism. The Information and Communication Technology (ICT) should be employed in class-room presentation to motivate learners and teach them with the best method.
12. Development of child-friendly school environment where child can be free from fear, anxiety, trauma, physical punishment and mental harassment.
13. Framing of strict guidelines for SMCs regarding their roles and responsibilities and incase of their negligence their candidature should be cancelled. For proper functioning of school, monthly meetings should be conducted for SMCs to discuss various programmes and issues related to their schools.

Others Important Findings

During the field study, it has been found that only few of the schools of Papum Pare district have provided sport items and materials for their schools yet they do not provide to the students except in annual weeks and special occasions.

It was observed during in the study that maximum number of parents being farmer and illiterate they didn't had much interaction with their child, therefore it was found that

only few children have reported that they face some problems in the school such as rude behavior from senior students and the teachers.

The Continuous and Comprehensive system of evaluation was introduced in year 2009 but was abolished in the year 2017. The study reveals that maximum of the Parents consisting of more than 70 percent were unaware about CCE pattern of education that prevailed but they knew it has no fail system in education. Researcher also found that this system has resulted in providing a pass certificate without knowledge.

In regard to the awareness on school development plan the study reveals that majority of the parents were found to be having knowledge about it. Interestingly, in this study researcher observed that maximum number of parents being illiterate are aware of SDP. When enquired they reported that during admission time head teachers or teachers inform them of school development plan. Even few of the schools collected minimum amount of money for the said purpose.

Orientation programme for the teachers are very essential part of education as it gives moral boost up to the teachers. It also updates the new techniques and provide better training to the teachers to teach in classroom. The present Study revealed that majority of the parents have observed orientation programme being organized for the government teachers of the Papum Pare district of Arunachal Pradesh.

The researcher has observed that in the study area all parents have reported that there is proper norms and regulations for the students in the school but in reality, they hesitate to provide true statement. Researcher observed that the few of the students and teachers both unwillingly attends the school. Many a times few of the schools will be found close.

It is very important to demarcate proper boundary wall for the government school. The study reveals that maximum numbers of urban government schools' have proper boundary wall. But in rural government schools of the study area only few numbers of the schools were found with proper boundary wall.

Through the field study, it is revealed that in compare to students of urban government school, the students of rural government schools of the Papum Pare district are found to be getting more help from their respective teachers in the school. It is found that in urban schools only few numbers of the students responded that they have received additional help from teachers a part from classroom teaching. However, in rural

government schools, majority of the students reported that they have received additional help from teachers apart from classroom teaching.

Policy Implications and Analysis

RTE is considered as the main pillar of present Indian education system. So, there is a dire need for very strong and strict implementation of RTE Act, 2009 so that elementary education system of India in general and particularly in Arunachal Pradesh is established very strongly. For this government, principals, teachers and parents need to play very active and rigid role with full honesty. More over most important features of research is to contribute something innovative to the development of particular area where research is being conducted. Therefore, every researcher needs to find out the educational implications of his/her concerned study. Some of the educational implications of researcher's study are discussed below:

Education is the most important and essential apparatus for every child as they are future nation builders and according to their talent and abilities they will serve the society and nation. Educated child will decide how a nation will be, therefore education is utmost important for children. Education helps an individual to become a responsible citizen; they participate in good governance of the nation according to their talent and ability which becomes a boon for nation. Good education also results in rise of living standard of individuals, by which the poverty of nation will be automatically reduced. Therefore, good education of child will result in him/her to earn good livelihood in the society according to his/her skill.

Teachers are the base builders of children; therefore, the role of teachers is equally important for channelizing the potentialities and abilities of a child in a proper direction. For these, teachers are required to be very honest and professionally very qualified. RTE Act ensures the quality of teachers. Since teachers are the agents of social change and modernization, they have the duty of transforming students into competent and skilled professionals. RTE Act makes school teachers mandatory to provide a stress-free environment to school children and prohibits physical punishment and mental harassment i.e. free from fear, anxiety and trauma, only then the overall personality development of child is possible.

RTE promotes inclusive education and results in enhancement of socio-economic status of the individual and society as skills, ability and talents has no age bar, caste, creed and religion. RTE has the provision of no failure or detention policy for the

children. This gives an opportunity to children to learn according to their own pace and some have proved themselves outstanding in different fields.

There is a dire need to create the awareness of RTE provision to general people, as awareness among the society is very low regarding various provision of RTE. Various capacity building program should be organized to empower the teachers, principals and SMC members. The capacity building program should aim at ensuing quality education to the people. RTE Act ensures the consistency of curriculum with constitutional values and it also ensures all round development of child learning through various activities and evaluation as continuous and comprehensive so that proper character is developed in the child.

Provision of SMCs in RTE Act is very much significant as their active participation in SDPs is very important and effective. Proper implementation of RTE Act will remove many defects of present education system and many other socio-economic objectives of the society can be achieved.

Conclusions

On basis of investigation with regard to the stakeholders' perception of RTE Act 2009, it has been concluded that the administrators of each district of Arunachal Pradesh need to take responsibility for smooth functioning of the government schools of Arunachal Pradesh in their respective areas. The government needs to focus on minimum academic and professional qualification of teachers in order to provide the quality education in government schools of Arunachal Pradesh. There should organize Grievance Redressal cell in every school in order to receive and solve the grievances of the students and the parents. The government should focus on Mid-day meal scheme as it attracts the children to go to school. Providing healthy and nutritious food to child is the need of hour. The drop out students should be provided special training facility by government as per RTE Act provision. Separate room for computer lab should be provided by government with electricity connection, so that the students can access updated learning material. There should be library in each and every school so that the students are not deprived of best available magazines, books and journals elsewhere in the country.

The study revealed that government schools lacks in organizing educational tour. The government of Arunachal Pradesh should ensure that there is educational tour time to time. It is also found that teachers are taking private tuition against the RTE Act

provision. The government should initiate actions against such teachers. The students also revealed that schools lack safe drinking water, play materials, teaching learning materials and playground etc. which needs immediate attention from the government. As per the guidelines and norms prescribed by the Government of India and Apex court in India, adequate provisions should be provided to the persons with disability. The stakeholders' perceptions should be taken in an account for further improvement in education system of India and particularly in Arunachal Pradesh.

The sole purpose of enacting and implementing RTE in India was to eradicate all the problems of elementary education system persisting in India. The RTE Act provision covers all the necessary and needed requirements to improve the standard quality of elementary education in India. It was the advice of Supreme Court of India to government of India to enact a suitable legislation for Universalization of Elementary Education (UEE). Article – 21 A was inserted in the constitution of India through 86th constitutional amendment act 2002. It states that – 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.

Understanding the perception of stakeholders' namely head teachers, teachers, parents and students plays a very significant role in the status of Right to Education Act-2009. The opinion of the stakeholders' shows the real situation of the implementation of RTE Act-2009 in Arunachal Pradesh in general and Papum Pare district in particular. Some of the views of the stakeholders contradict to the various provisions of RTE Act like there should be some physical punishment to the uncontrolled children to bring them back in right direction. Some of the stakeholders' perception clearly revealed the unconvinced state with some of the provisions of RTE Act 2009. In order to bring the positive improvement in the field of education, the state and central government should value the perception of stakeholders. To create more awareness about RTE Act provisions in especially rural areas the state and central government should organize various programmes and seminars regarding RTE Act -2009.

BIBLIOGRAPHY

A. CORRESPONDENCE AND OTHERS

- Bolashelty S. S. & Girija L. L., 'Fundamental Human Right to Free and Compulsory Elementary Education in India: Origin, Progress and present Status', *Educational Planning and Administration*, Indian Bar Review, Vol. XVIII. No.1, pp.57-82, 2004, *Stable URL: JEPA Title (niepa.ac.in)*, (15/10/2020 14:30).
- Department of Education, Government of Arunachal Pradesh, 'State Schemes', *Official website of Department of Education, Government of Arunachal Pradesh, India*, 2018, *Stable URL: <http://education.arunachal.gov.in/schems.php>*, 12/09/2018 15:30).
- District Administration of Lohit District, Government of Arunachal Pradesh, 'Education', 2018, Developed and Hosted by National Informatics Centre, Ministry of Electronics & Information Technology, Government of India, *Stable URL: <https://lohit.nic.in/education/>*, (12/09/2018 18:30).
- Mane Suresh, 'The coming of article 21-A', *From the lawyers collective*, October 2003, p.16.
- Ministry of Education in Challenge of Education:* *A Policy Perspective was tabled in the Lok Sabha, dated the August, 1985, the Government of India, New Delhi, File No. 1-C-67/MofEdu/Delhi/85.*
- Mohini Jain v. State of Karnataka,* AIR 1992 SC 1858.
- Office of the Registrar General & Census Commissioner, Ministry of Home Affairs, Government of India, Census Data, 2011, *Stable URL: <https://censusindia.gov.in/2011-Common/CensusData2011.Html>*, (14/12/2020 15:30).
- Post War Education Development in India* - *Report by the Central Advisory Board Education, January 1944.*
- Ministry of Education,* *Report of the Committee Members of Parliament on Education, 1967, Government of India, 1968, pp.1-7.*
- Right of Children to Free and Compulsory Education Act, 2009 (Right to* *Government of India, 2009, Stable URL: <https://vikaspedia.in/education/policies-and-schemes/right-to-education/right-of-children-to-free-and-compulsory-education-act>*

- Education Act*, [2009-right-to-education-act](#), 29/12/2019 14:30).
- SUBHASH C. JAIN, *Secy. to the Government of India, Eighty-Sixth Constitutional Amendment Act (2002), Government of India, Stable URL:<https://www.india.gov.in/my-government/constitution-india/amendments/constitution-india-eighty-sixth-amendment-act-2002>*, (15/08/2020 12:30
- The Saikia Committee Report*, New Delhi, Ministry of human Resource Development, Department of Education, 1999.
- United Nation Treaty Collection, 1966, *Stable* [URL:](#) <https://treaties.un.org/doc/Publication/MTDSG/Volume%20I/Chapter%20IV/IV-3.en.pdf>, (13/06/2019 11:30).

B. BOOKS

- Bakshi P. M., *The Constitution of India*, Universal Publishers, New Delhi, 2002.
- Baruah S., *In the name of the nation: India and its northeast*, Stanford University Press, California, 2020.
- Basu D. D., *Commentary on the Constitution of India*, Prentice Hall Publishers, New Delhi, 1970.
- Basu D. D., *Introduction to the Constitution of India*, Wadhwa and Company Nagpur Publishers, New Delhi, 2008.
- Begi J., *Education in Arunachal Pradesh since 1947: Constraints, Opportunities, Initiatives and Needs*, Mittal publications, New Delhi, 2007.
- Bhargava M. L., *History of modern India*, Reliance Publishing House, Delhi, 1987.
- Bhattacharjee R. P., Literacy in Arunachal Pradesh, eds. Lyndem B. & De K. Ku., *Education in North East India: Experience and Challenge*, Concept Publishing Company, New Delhi, 2004, pp.259.
- Bishwas N. K., ‘Development of Education in Arunachal Pradesh: A Critical Study’, *AURJ*, pp. 37-45, 1995, Arunachal University, Rono Hills, Itanagar. Arunachal Pradesh, India.

- Chatterji R., *Impact of Raja Rammohun Roy on Education in India*, South Asia Books,
- Datta K. K. and V.A. Narain, *A Comprehensive History of India*, People Publishing House, New Delhi 1985, pp. 587-588.
- Dikshit S. S., *Nationalism and Indian Education*, Sterling Publishers, New Delhi, 1966.
- Directorate of Economics & Statistics Government of Arunachal Pradesh, *STATISTICAL ABSTRACT OF ARUNACHAL PRADESH – 2020*, Directorate of Economics & Statistics Government of Arunachal Pradesh, Itanagar, 2020.
- Directorate of Economics & Statistics Government of Arunachal Pradesh, *FACT BOOK ON MANPOWER IN ARUNACHAL PRADESH – 2018*, Directorate of Economics & Statistics Government of Arunachal Pradesh, Itanagar, 2018.
- District Statistical Office Papum Pare District, *Government of Arunachal Pradesh: Statistical Handbook of Papum Pare District 2014-15*, Published by District Statistical Office Papum Pare District, Yupia, 2016.
- District Statistics Officer Papum Pare District, *Statistical Handbook of Papum Pare District Year - 2011*, Published by District Statistical Office Papum Pare District, Yupia, 2016.
- Garg V. P., *Development Perspective of Indian Education*, Metropolitan, Delhi, 1990.
- Ghonge M. M., Bag R. & Singh A., *Indian Education: Ancient, Medieval and Modern*, eds. Waller S., Waller L., et al., *Education at the Intersection of Globalization and Technology*, IntechOpen, London, 2020, pp.1-14.
- Griffin H. M., *Thomas Babington Macaulay and the Anglicist-Orientalist Controversy in Indian Education, 1833-1837*, University of Pennsylvania. 1972.
- Gupta, R.P. and Hussain A., *Issues in Indian Education (A Review of Education commissions and National Policies on Education)*, Radha publications, New Delhi, First Published, 1998, p.12
- Jain M. P., *Indian Constitutional Law*, Wadhwa Company Publishers, New Delhi, 1978.

- Jain M.P., *Indian Constitution Law*, Vol. I, Wadhwa Nagpur, 2003, p.974.
- Kaur N., *History of education*, Mittal Publications, New Delhi (India), 2005.
- Kochhar S. K., *Pivotal issues in Indian Education*, Sterling Publishers Pvt. Ltd, New Delhi, 1995.
- Lao Tzu, *Tao Te Ching*, tr. Addiss Stephen & Lombardo Stanley, intro., Watson Burton, 1st ed. Shambhala, Massachusetts, 2007.
- Laxmikanth M., *Indian Polity for Civil Services Examinations*, Tata McGraw Hill Education Private Limited, New Delhi, 2012.
- Mehta P. L. & Poonga R., *Free and Compulsory Education: Genesis and Execution of the Constitutional Philosophy*, Deep & Deep Publications, Delhi, 1997.
- Mohanty J., *Indian Education in the Emerging society*, Deep and Deep Publications, New Delhi, 1982, p.162.
- Mookerji R. Kumud, *Ancient Indian Education: Brahmanical and Buddhist*. Motilal Banarsidass Publishers, New Delhi, 1989.
- Morris J., *The Government and Politics in India*, Eastern Book Company Publishers, New Delhi, 1960.
- Rikam N. T., *Emerging Religious Identities of Arunachal Pradesh: A Study of Nyishi Tribe*, Mittal Publications, New Delhi, 2005.
- Sadgopal A., *DILUTION, DISTORTION AND DIVERSION, The crisis of elementary education in India*, ed. Kumar R., Sage Publications, New Delhi, 2006, pp.92-96.
- Sharma Y. K., *History and Problems of Education*, Kanishka Publishers, New Delhi, 2001.
- Shukla V. N., *Constitution of India*, Eastern Book Company Publishers, New Delhi, 2001.
- Singh V. N., *Education in India: from Earlier times to Today*, Vista International Publishing House, New Delhi, 2005.

- Smith G., *Annals of Indian administration in the year 1866-67*, Marshall D'Cruz Publication, Serampore, 1868.
- Taba R., *Development of education in Arunachal Pradesh A critical study*, Ph.D. Thesis, Rajiv Gandhi University Created and maintained by INFLIBNET Centre, 2004, Stable URL: <https://shodhganga.inflibnet.ac.in/handle/10603/277842>, (16/12/2021 15:30).
- Thomas F. w., *History and Prospects of British Education in India: Being the 'Le Bas' Prize Essay for 1890*, Cambridge University Press, London, 1891, p.1.
- Vivekananda S., *My India: The India Eternal*, The Ramakrishna Mission Institute of Culture, 5th Reprint ed. Calcutta, 1997.
- Wani M. A., *Constitutionalism and Education policy (A study of the Rationale and Dimensions of Right to Education)*, Metropolitan Book Co. Pvt. Ltd., New Delhi, First Edition, 1999, p.253.

C. JOURNALS

- Awasthi L., 'Importation of ideologies from Macaulay minutes to Wood commission', *Journal of Education and Research*, Vol.1. No.1., pp.21-30, 2008, Kathmandu University School of Education.
- Bhaskar Ghosh, 'Education and its priority in Development Policy', *Indian Journal of Public administration*, Vol.40. No.3., pp.327-331, 2005, SAGE Publishing, Stable URL: <https://journals.sagepub.com/doi/pdf/10.1177/0019556120050303>, (11/09/2021 10.25).
- Bolashelty S. S. and Girija L. L., 'Fundamental Human Right to Free and Compulsory Elementary Education in India: Origin, Progress and Present Status', *Educational Planning and Administration*, Vol. 18. No.1., pp,49-56, 2003, Serials Publications, Stable URL: [JEPATitle \(niepa.ac.in\)](http://niepa.ac.in), (16/11/2021 9:30).
- Colclough C. & De A., 'The impact of aid on education policy in India', *International Journal of Educational Development*. Vol.30. No.5, pp.497-507, 2010.

- Debnath P., 'Values Enshrined Our Constitution: Their Educational Implications in the Emerging Indian Society', *Pramana Research Journal*, Vol.9. No.6., pp.1227-1234, 2019, Pune, *Stable URL: <https://www.pramanaresearch.org/gallery/prj-p1151.pdf>*, (19/08/2019 08:30).
- Desai V. S., 'Importance of Literacy in India's Economic Growth', *International Journal of Economics and Research*, Vol.3, No.2., pp.112-124, 2012, ESA-Economic Society of Australia, *Stable URL: [https://www.ijeronline.com/documents/volumes/Vol%203%20issue%202/ijer20120301MA\(10\).pdf](https://www.ijeronline.com/documents/volumes/Vol%203%20issue%202/ijer20120301MA(10).pdf)*, (13/12/2019 1:20).
- Dhar T.N., 'Education in India- A Brief Historical Recapitulation: Where Do we go From Here?', *Indian Journal of Public Administration*, Vol.56. No.3., p.598-615, 2010, SAGE Publishing, *Stable URL: <https://journals.sagepub.com/doi/pdf/10.1177/0019556120100317>*, (21/12/2019 9:30).
- Gandhi V, Yadav N., 'A study of awareness among Primary school Teachers towards Right to Education Act-2009', *International Indexed and Referred Journal*, Vol.48, pp.48-49, 2013.
- Grant CA, Gibson ML., "The path of social justice": A human rights history of social justice education', *Equity & Excellence in Education*, Vol.46. No.1., pp.81-99, 2013, Taylor & Francis Online, *Stable URL: <https://www.tandfonline.com/doi/full/10.1080/10665684.2012.750190>*, (11/07/2019 15:20).
- Gupta D, Gupta N., 'Higher Education in India: Structure, Statistics and Challenges', *Journal of education and Practice*, Vol.3. No.2., pp.17-24, 2012, *Stable URL: http://www.ijeronline.com/Higher_Education_in_India_Structure_Statistics_and_Challenges-with-cover-page-v2.pdf* (d1wqtxts1xzle7.cloudfront.net), (15/11/2019 10:30).
- Hussain M, Khan MA & Khan FA., 'Nature and scope of Sarva Shiksha Abhiyan (SSA) scheme in India: a critical analysis', *research journal of social sciences*, Vol.9.No.10, pp.74-82, 2018, International Research Journal of Social Sciences, *Stable URL: <https://educationforallinindia.com/wp-content/uploads/2020/12/Nature-Scope-of-Sarva-Shiksha-Abhiyan-SSA-Scheme-in-India-A-Critical-Analysis-by-Manzoor-Hussain-Manzoor-Khan-2018.pdf>*, (08/02/2018 10:30).
- International Bureau of Education, Education for all (EFA), *IBE*, Geneva, Switzerland, 2013, *Stable URL: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/e/education-all-efa>*, (21/11/2019

12:30).

- Islam N, Chakraborty A., 'A Study on the Awareness of Equitable Quality in the Light of RTE Act '09 among In-Service School Teachers', *Indian Journal of Applied Research*, Vol.3. No.6, pp.142-143, 2013.
- Iyer L., 'School Education in Indian Constitution', *Conference: Recent Innovative Studies in Education At: Tiruvannamalai*, pp.1-7, 2020.
- Jindal S., A Study of Provision for Child Education under the Constitution and National Policy of India, 2021, *SSRN*, Rochester, *Stable URL: <https://ssrn.com/abstract=3924117>*, (12/08/2019 11:30).
- Keyang A., 'DEVELOPMENT OF EDUCATION IN ARUNACHAL PRADESH: AN ANALYTICAL STUDY ON GROWTH OF EDUCATION', *International Journal of Innovation Scientific Research and Review*, Vol.3. No.7, pp.1441-1445, 2021, *Stable URL: <https://journalijisr.com/sites/default/files/issues-pdf/IJISRR-581.pdf>*, (15/09/2021 15:30).
- Motiwala T., 'A discussion of the quality of education with emphasis on early years in rural India', *HE KUPU*, Vol.4. No.3, pp.9-13, 2016, *Stable URL: [A-discussion-of-the-quality-of-education-with-emphasis-on-early-years-in-rural-India.pdf](#)* (nztertiarycollege.ac.nz), (26/09/2019 13:50).
- Padhi S. R., 'Overcoming exclusion and marginalization in education through inclusive approaches: Challenges and vision of Arunachal Pradesh in India', *International Journal of Social Science and Humanity*. Vol.6. No.4, p.256, 2016.
- Sadgopal A., 'Right to education vs. right to education act', *Social Scientist* Vol.38, No.9/12, pp.17-50, 2010, Prabhat Patnaik, *Stable URL: <https://www.jstor.org/stable/27896288>*, (22/09/2019 11:10).
- Saleem M., 'Salient features of Right to Education Act 2009', *Oriental Journal of Law and Social Sciences*, Vol. 6. No.10, pp.162-163, 2012.
- Shah M, Steinberg B., 'The Right to Education Act: Trends in Enrolment, Test Scores, and School Quality', In *AEA Papers and Proceedings* Vol. 109, pp. 232-38, 2019, American Economic Association, *Stable URL: <https://www.aeaweb.org/articles?id=10.1257/pandp.20191060>*, (21/11/201011:14).

- Sharma U, Deppeler J., 'Integrated education in India: Challenges and prospects', *Disability Studies Quarterly*. Vol.25. No.1, 2005, Ohio State University Libraries in partnership with the Society Disability Studies, *Stable URL: <https://dsq-sds.org/article/view/524/701,%20accessed%209th%20September%202011>*, (02/08/2019 11:45).
- SINGH J., 'Evaluation of Right to Education Act, 2009: A Study of Haryana', *History Research Journal*, Vol.5. No.4, pp.270-276, 2019.
- UNESCO, 'Education for All Global Monitoring Report 2014: Teaching and Learning: Achieving Quality for All', *reliefweb*, 2014, *Stable URL: <https://reliefweb.int/report/world/education-all-global-monitoring-report-2014-teaching-and-learning-achieving-quality-all>*, (23/04/2019 11:30).
- Venkataiah C., 'Right to Education: Need for an inclusive Approach', *Indian Journal of Public administration*, Vol.53. No.3., pp.575-583, 2010, SAGE Publishing, *Stable URL: <https://journals.sagepub.com/doi/pdf/10.1177/0019556120100314>*, (01/09/2021 10:25).

D. ARTICLES

- Conferences, 'Environment and Sustainable Development', United Nations, 2000, *Stable URL: <https://www.un.org/en/conferences/environment/newyork2000>*, (16/10/2019 10:30).
- Hoffmann L., 'The universality of human rights, *Judicial Studies Board Annual Lecture*, March 19:19-22, pp.1-10, 2009, *Stable URL: [JSB Lecture \(blogs.com\)](https://www.judicialstudiesboard.org.uk/lectures/2009)*, (23/03/2017 11:30).
- Kumari S. & Allam M., 'Awareness among Primary School Teachers Regarding the Right to Education Act, 2009', 2014, *European Academic Research*, Romania, *Stable URL: <https://www.euacademic.org/contactUs.aspx>*, (15/12/2019 11:40).
- Saika Neep & Kujur, Abhijit. 'Right to Education: A Glittering Success or A Grim Reality', 2015, *gnlulsc*, Ahmedabad, *Stable URL: <https://gnlulsc.wordpress.com/2015/09/23/right-to-education-a-glittering-success-or-a-grim-reality/>*,

(26/02/2019 10:13).

Shirname S,

Education for All” in India: Historical development, especially in the light of gender equality and impact on the present day situation, Indic Society for Education and Development (INSEED), Nashik, India, 2007.

UNESCO,

‘Education for All, *International Bureau of Education*, Geneva, Switzerland, 2013, Stable URL: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/e/education-all-efa>, 15/06/2020 13:20).

ANNEXURE – I

PhD Questionnaire
Department of Political Science
Rajiv Gandhi University,
Rono Hills, Doimukh,
Arunachal Pradesh-791112

Thank you for being the part of the study.

This survey is conducted as a part of the research study titled “Right to Education (RTE) Act in India- A Case study of Papum Pare District, Arunachal Pradesh” which seeks to understand the responses and opinions of stakeholders of Papum Pare district in Arunachal Pradesh. Your identity and responses will be strictly confidential and will not be shared with any third party. Your responses will be used purely for academic purpose only.

Section -A

General Information

1. Name :
2. Gender :
3. Caste/Tribe :
4. Occupation :
5. Educational Qualification :
6. Name of the school :
7. Location : Rural/Urban
8. Address :
9. Contact no :

Section B

INTERVIEW SCHEDULE FOR HEAD TEACHER.

1. Can you please introduce about your school?

.....
.....
.....
.....
.....

02. Are you aware of the RTE-Act, 2009? **Yes / No**

If Yes, Explain

.....
.....
.....
.....

03. Do you have the copy of the RTE-Act? **Yes / No**

04. Have you attended any orientation programme on the Provisions of the Act?

Yes / No

05. How many teachers of this school attended Orientation programme on the Act?

06. Are you and your teachers interested in getting orientation on the Act? **Yes / No**

Section c

07. What is number of children in the school between the ages of 6-14 Years?

08. Number of children below the age 6 Years.

09. Number of children above the age 14 Years.

10. Have you admitted all the children who came/brought for Admission by the parents/guardians? **Yes / No**

If No, why?

.....
.....
.....
.....
.....

11. Have you transferred the children to other schools on their request? Yes/ No

If No, why?

.....
.....
.....
.....

12. Do you provide Mid-day meal to all the children? Yes/ No

What are the facilities provided by govt. for providing Mid-day meal?

.....
.....
.....
.....

13. How many children have been admitted without the proof of age?

14. Do any student in your school feels any type of adjustment problem? Yes/No

If No, Why?

.....
.....
.....
.....

15. Do you retain children in the same class for 2 or more years? Yes/No

If Yes, Why?

.....
.....
.....
.....

16. How many children were expelled by you till date?

17. How many children left the school permanently till date? why?

.....
.....
.....
.....
.....

- 18. Total number of students from 1st to 5th Class.
- 19. Total number of students from 6th to 8th Class.
- 20. Number of children refused by you from admission for want of Birth certificate.
- 21. How many children have been admitted in your school having any kind of disability?
- 22. Do you have knowledge of National commission for Protection of child's right (NCPCR) and State Commission for Protection of Child Rights (SCPCR)? **Yes/No**

Section D

- 23. Do you have School Management Committee (SMC) of your school? **Yes/No**
- 24. How many members are there in School Management Committee (SMC)?
- 25. Give total number of females in SMC.
- 26. What is the role of SMC in your school? Please Specify.
.....
.....
.....
.....
.....

- 27. Does SMC help in monitoring the curricular and co- curricular activities? **Yes/No**
If No, Why?
.....
.....
.....
.....
.....

- 28. Do your school follow free and compulsory education from 6-14 years of students?
Yes/No
If No, Why?

.....
.....
.....
.....
.....

29. Do you follow any reservation policy while giving admission to students? **Yes/No**
If No, Why?

.....
.....
.....
.....

30. Does the State Advisory Council of Education have ever visited the school till date?
Yes/No

If No, Why?

.....
.....
.....
.....

31. What directions/suggestions were provided by the state Advisory Council to your school?

.....
.....
.....
.....

Section E

32. Number of Teachers Given Professional Orientation till date relating to implementation of RTE.

33. How are grievances resolved in the school?

.....
.....
.....
.....

34. Are you and your staff being paid as per the norms of the Appropriate Govt.? **Yes/No**
If not, why?

.....
.....
.....
.....
.....

35 What is the basis of appointment of teachers who were not paid appropriately? Please specify

.....
.....
.....
.....
.....

36. Number of teachers teaching classes from 1st to 5th

37. Number of teachers teaching classes from 6th to 8th

38. Do you have teaching staff as per the provisions of the Act? **Yes/No**

If not, why?

.....
.....
.....
.....

39. Do you depute/assign such duties to the teachers which is not covered the provisions of the Act? **Yes/No**

If yes why?

.....
.....
.....
.....

40. Name state Agencies which provide professional orientation to the teachers.....

SECTION F

41. Do you have separate class-room for every class? **Yes/No**

If No, why?

.....
.....
.....
.....
.....

42. Do you have store-cum- office room? **Yes/No**

If No, why?

.....
.....
.....
.....
.....

43. Do you have kitchen to cook mid-day meal? **Yes/No**

If No, why?

.....
.....
.....
.....
.....

44. Do you have Separate toilets for Boys & Girls? **Yes/No**

If No, why?

.....
.....
.....
.....
.....

45. Do you have adequate and safe drinking water facility? **Yes/No**

If No, why?

.....
.....
.....
.....
.....

46. Do you have play ground? Yes/No

If No, why?

.....
.....
.....
.....
.....

47. Do you have play material, games and sport equipments? Yes/No

If No, why?

.....
.....
.....
.....
.....

48. Do you have teaching-learning equipment? Yes/No

If No, why?

.....
.....
.....
.....
.....

49. How many working days and instructional hours have been allotted for classes 1st to 5th?

50. How many working days and instructional hours have been allotted for classes 6th to 8th?

51. Do you have Library in the school? Yes/No

If No, why?

.....
.....
.....
.....

52. Who looks after the Library?

53. What is the number of books, magazines and newspapers in the Library?...../...../.....

54. Do your school have electricity connection? **Yes/No**

If No, why?

.....
.....
.....
.....

55. Do your school have computer lab? **Yes/No**

If No, why?

.....
.....
.....
.....
.....

Section G

56. What are the key challenges that you face for implementation of RTE in your school

.....
.....
.....

57. Is there any increase in enrolment of students in your school after implementation of RTE Act?

.....
.....
.....
.....

58. Is there any drop out in your school? **Yes/No**

59. Do you have any provision for special training to drop out? **Yes/No**
if yes what kind of special provision do you provide

.....
.....
.....
.....

60. Additional information, if any on the provisions of the RTE- Act implemented by you
but not Covered in the questionnaire

.....
.....
.....
.....

(Thank you very much for your kind cooperation.)

ANNEXURE – II

PhD Questionnaire
Department of Political Science
Rajiv Gandhi University,
Rono Hills, Doimukh,
Arunachal Pradesh-791112

Thank you for being the part of the study.

This survey is conducted as a part of the research study titled “Right to Education (RTE) Act in India- A Case study of Papum Pare District, Arunachal Pradesh” which seeks to understand the responses and opinions of stakeholders of Papum Pare district in Arunachal Pradesh. Your identity and responses will be strictly confidential and will not be shared with any third party. Your responses will be used purely for academic purpose only.

Section -A

General Information

10. Name :
11. Gender :
12. Caste/Tribe :
13. Occupation :
14. Educational Qualification :
15. Name of the school :
16. Location : Rural/Urban
17. Address :
18. Contact no :

INTERVIEW SCHEDULE FOR TEACHER.

1. Can you please introduce about your school?

.....
.....
.....
.....

02. Are you aware of the RTE-Act, 2009?

.....
.....
.....

03. Do you have the copy of the Act? **Yes/No**

04. Have you attended any orientation programme on the Provisions of the Act? **Yes/No**
if No, why?

.....
.....
.....

05. How many teachers of this school attended **Orientation** programme on the Act?

.....

06. Are you and your teachers interested in getting orientation on the Act? **Yes/No**
if No, why?

.....
.....
.....

07. How grievances are resolved in your school?

.....
.....
.....

08. Are you and your staff being paid as per the norms of the Appropriate Govt.? **Yes/No**
If No, why?

.....
.....
.....
.....

09. What is the basis of appointment of teachers who were not paid appropriately? Please specify

.....
.....
.....

10. Number of teachers teaching classes from 1st to 5th

11. Number of teachers teaching classes from 6th to 8th

12. Have any of the teaching staff were deputed/assigned to duties which is not covered the under provisions of the Act? **Yes/No**

If Yes, why?

.....
.....
.....

13. Do you know any state Agencies which provide professional orientation to the Teachers? **Yes/No**

If Yes, why?

.....
.....
.....

14.Is there separate class-room for every class in your school? **Yes/No**

If No, why?

.....
.....
.....

15. Have you seen store-cum- office room? **Yes/No**

If No, why?

.....
.....

.....
.....
16. Is there kitchen to cook mid-day meal? Yes/No

If No, why?

.....
.....
.....
.....

17. Do your school have Separate toilets for male & female teachers? Yes/No

If No, why?

.....
.....
.....
.....

18. Do your school provide adequate and safe drinking water facility? Yes/No

If No, why?

.....
.....
.....

19. Is there teaching-learning equipment? Yes/No

If No, why?

.....
.....
.....

20. How many working days and instructional hours have been allotted for classes 1st to 5th?

21. How many working days and instructional hours have been allotted for classes 6th to 8th?

22. Do your school have Library? Yes/No

If No, why?

.....
.....
.....

23. Who looks after the Library?.....

24. What is the number of books, magazines and newspapers in the Library?
...../...../.....

25. Do your school have electricity connection? **Yes/No**

If No, why?

.....
.....
.....

26. Do your school have computer lab? **Yes/No**

If No, why?

.....
.....
.....

27. According to you what are the key challenges that school face for implementation of RTE

.....
.....
.....

28. Is there any drop out in your school?

29. Do you have any provision for special training to drop out? **Yes/No**

If Yes, why?

.....
.....
.....

30. Additional information if any on the provisions of the RTE- Act implemented by your school but not covered in the questionnaire

.....
.....
.....

(Thank you very much for your kind cooperation.)

ANNEXURE – III

PhD Questionnaire
Department of Political Science
Rajiv Gandhi University,
Rono Hills, Doimukh,
Arunachal Pradesh-791112

Thank you for being the part of the study.

This survey is conducted as a part of the research study titled “Right to Education (RTE) Act in India- A Case study of Papum Pare District, Arunachal Pradesh” which seeks to understand the responses and opinions of stakeholders of Papum Pare district in Arunachal Pradesh. Your identity and responses will be strictly confidential and will not be shared with any third party. Your responses will be used purely for academic purpose only.

Section -A

General Information

1. Name :
2. Gender :
3. Caste/Tribe :
4. Occupation :
5. Educational Qualification :
6. Name of the school :
7. Location : Rural/Urban
8. Address :
9. Contact no :
10. Name of the child :
11. Class :

INTERVIEW SCHEDULE FOR PARENTS

1. When have you admitted your ward in this school.

2. What you know about RTE Act 2009

.....
.....
.....

3. What kind of problem does child face in the school?

.....
.....
.....
.....

4. What are the special facilities provided to your child/children in the school?

.....
.....
.....
.....

5. Do you notice any changes before and after implementation of RTE Act 2009?

.....
.....
.....

6. What facilities are available to ensure RTE to the children?

.....
.....
.....

7. What difficulties you encounter in the admission of your child into school?

.....
.....
.....
.....

8. Have you seen an office-cum store in your child's school? **Yes/No**

9. Did you see computers used by children in the school? **Yes/No**
10. Have you seen a kitchen/shed for cooking mid-day meal in your child's school?
Yes/No
11. Have you ever heard of continuous and comprehensive evaluation (CCE)? **Yes/No**
(If yes, Explain)
.....
.....
.....
12. Is there a School Management Committee (SMC) in your wards school? **Yes/No**
Are you a member of SMC? If yes, what role have you played?
.....
.....
.....
13. Is there School Development Plan (SDP) in your child's school? **Yes/No**
14. Have you ever heard of orientation programs for teachers in the school? **Yes/No**
15. Do you know that there is special provision for Drop out children's in school?
Yes/No
16. Have you ever heard of special provision for Disabled child in school? **Yes/No**
17. Did you ever noticed of teachers deployed for non-educational purposes? **Yes/No**
18. Do your child's school follow norms and standards in maintaining school management? **Yes/No**
19. Do you know there is right of child to seek transfer to any other school? **Yes/No**
20. Have you ever heard of any child expelled from school? **Yes/No**
21. Do you know that physical punishment and mental harassment is strongly prohibited in school? **Yes/No**
22. Any opinion and suggestion regarding implementation of RTE in the school.
.....
.....
.....
.....

(Thank you very much for your kind cooperation.)

ANNEXURE – IV

PhD Questionnaire
Department of Political Science
Rajiv Gandhi University,
Rono Hills, Doimukh,
Arunachal Pradesh-791112

Thank you for being the part of the study.

This survey is conducted as a part of the research study titled “Right to Education (RTE) Act in India- A Case study of Papum Pare District, Arunachal Pradesh” which seeks to understand the responses and opinions of stakeholders of Papum Pare district in Arunachal Pradesh. Your identity and responses will be strictly confidential and will not be shared with any third party. Your responses will be used purely for academic purpose only.

Section -A

General Information

1. Name :
2. Gender :
3. Caste/Tribe :
4. Occupation :
5. Educational Qualification :
6. Name of the school :
7. Location : Rural/Urban
8. Address :
9. Contact no :

INTERVIEW SCHEDULE FOR STUDENTS

1. Do you know what RTE –Act 2009 is? **Yes/No**
2. Have you ever had a mid-day meal? **Yes/No**
3. Does any of your friends play a game in your school playground? **Yes/No**
4. Have you seen any of class without blackboard in your school? **Yes/No**
5. Do you have library in the school? **Yes/No**
6. Is there adequate drinking water facility in the school? **Yes/No**
7. Does your school provide books for free of cost? **Yes/No**
8. Is there adequate electricity connection in the classroom? **Yes/No**
9. Do your school have boundary wall? **Yes/No**
10. Does your school have smart classes? **Yes/No**
11. Are there enough classrooms for your friends in the school? **Yes/No**
12. Do you give fees for admission in the school? **Yes/No**
13. Is there separate toilet for boys and girls? **Yes/No**
14. Does your school provide play material for games and sports? **Yes/No**
15. Have you ever been absent from school and for what reasons?

.....
.....
.....
.....
.....

16. Tell your experiences about behaviour of your teachers with you

.....
.....
.....
.....
.....

17. Tell your experiences about behaviour of your classmates with you

.....
.....
.....

.....
.....

18. What you know about school management committee (SMC)?

.....
.....
.....
.....
.....

19. Is there special training for drop out students or late admitted students?

.....
.....
.....
.....
.....

20. What additional academic help you receive from teachers?

.....
.....
.....
.....
.....

(Thank you very much for your kind cooperation.)

ANNEXURE – V

PUBLISHED JOURNALS AND SEMINAR FROM PHD THESIS

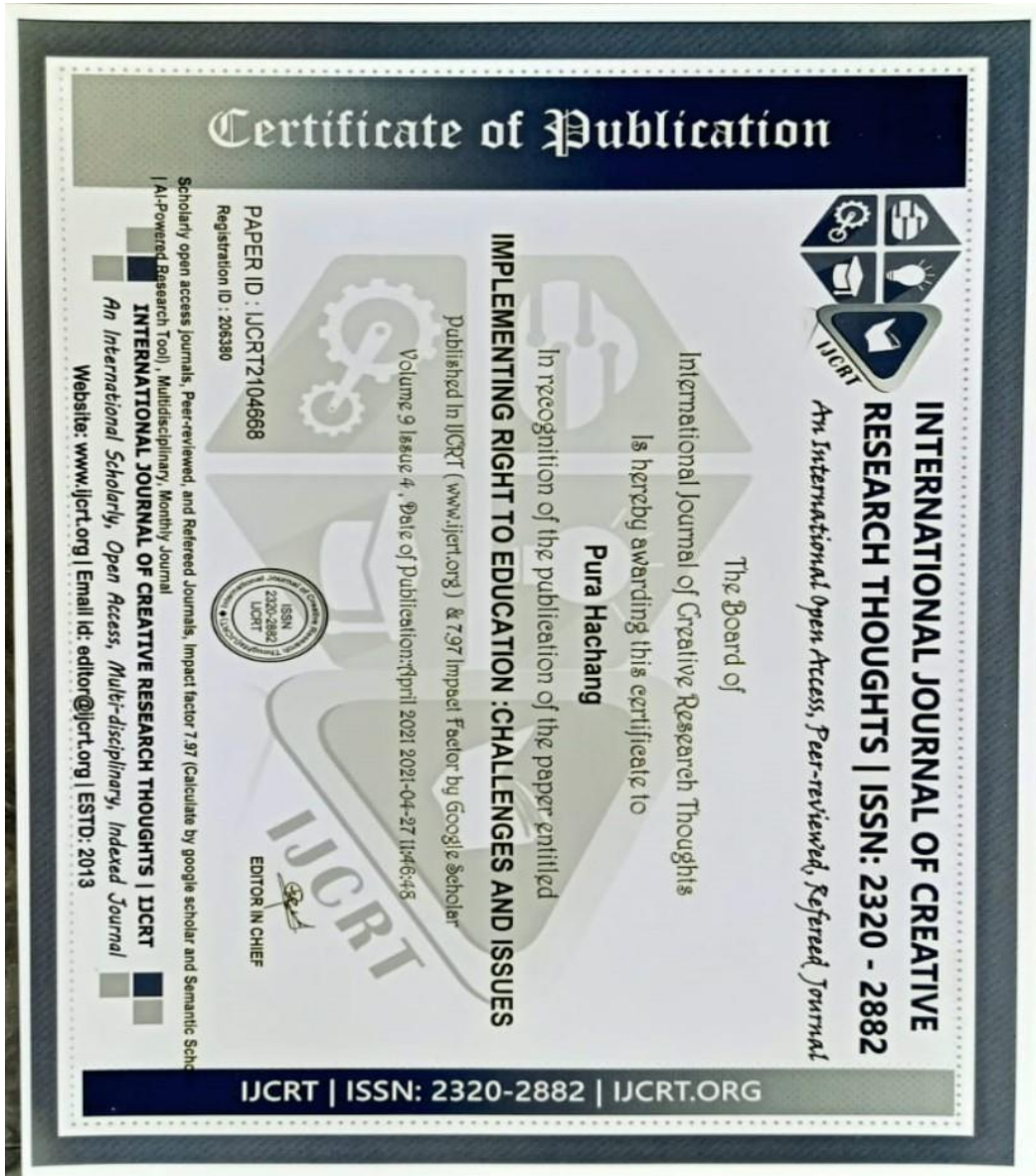
PUBLICATION

1. *Implementing Right to Education: Challenges and Issues* (2021), Published by International Journal of Creative Research Thoughts (IJCRT), ISSN:2320-2882, Vol-9, Issue 4, April, 2021.
2. *A Study on Awareness about Right to Education (RTE) Act 2009 among School Teachers of Papum Pare District, Arunachal Pradesh* (2021), Published by Quest Journal of Research in Humanities and Social Science, ISSN:2321-9467, Vol-9, Issue 5, May, 2021.

SEMINAR

1. *Implementing Right to Education: Challenges and Issues* (2021), Published by International Journal of Creative Research Thoughts (IJCRT), ISSN:2320-2882, Vol-9, Issue 4, April, 2021.
2. *A Study on Awareness about Right to Education (RTE) Act 2009 among School Teachers of Papum Pare District, Arunachal Pradesh* (2021), Published by Quest Journal of Research in Humanities and Social Science, ISSN:2321-9467, Vol-9, Issue 5, May, 2021.
3. *Implementation of RTE (Right to Education) Act in Arunachal Pradesh: A Case Study of Papum Pare District, Arunachal Pradesh* (2017), Paper presented in the International Seminar organised by the Department of Political Science, University of Gour Banga, Malda, West Bengal, India.
4. *Political Position of Nocte Women in Decision Making Process under the Chieftainship System: A Case Study of Namsang Village* (2017), Paper presented

in the International Seminar organised by the Department of Political Science,
University of Gour Banga, Malda, West Bengal, India.





Quest Journals Inc.

Certificate of Publication

This certifies that the research paper entitled "**A Study on Awareness about Right to Education (RTE) Act 2009 among School Teachers of Papumpare District, Arunachal Pradesh**" authored by "**Pura Hachang**" was reviewed by experts in this research area and accepted by the board of "Quest Journals Publication" which has published in "**Quest Journal of Research in Humanities and Social Science**", ISSN (Online): 2321-9467, Volume-9, Issue-5, Series-3, Page No. 62-65, May-2021.

Article is available online at <http://www.questjournals.org/jrhss/archive.html>

Impact Factor of the Journal is : 6.14

You may contact to Journal for any query at quest@editormails.com



Managing Editor
Quest Journals Inc.
Mail id: quest@editormails.com
Website: www.questjournals.org

www.questjournals.org

University of Gour Banga

Department of Political Science

(Established by the West Bengal Act XXVI of 2007 at Malda,

NAAC Accredited University Grade - 'B')

Mokdampur, Malda, West Bengal, India

Pin- 732103

International Seminar

On

“Challenges to Indian Polity: Concepts and Issues”

Organised

By

Department of Political Science

20th & 21st July, 2017.



CERTIFICATE

This is to certify that Prof./Dr./Smt./Sri.....*Mr. Purna Chakrabarty, Phd. Scholar*.....

of *Department of Political Science, Rajiv Gandhi University, Arunachal*.....

.....*Pradeep*..... attended the seminar as ~~resource person~~ *attended a session*/

Participant /Paper Presenter in the International Seminar organised by the Department of

Political Science, University of Gour Banga, Malda, West Bengal, India, entitled “Challenges

to Indian Polity: Concepts and Issues”, held on 20th & 21st July, 2017. She/he has presented a

paper entitled..... *Implementation of RTE (Right To Education) Act in Arunachal*

.....*Pradeep, a Case Study of Papumpara District, Arunachal Pradesh.*

Pradeep
CONFIRMATOR

University of Gour Banga
Malda, West Bengal

Pradeep
Vice-Chancellor

University of Gour Banga
Malda, West Bengal
India

University of Gour Banga

(Established by the West Bengal Act XXVI of 2007 at Malda,

NAAC Accredited University Grade - 'B')

Mokdumpur, Malda, West Bengal, India

Pin- 732103

Department of Political Science

International Seminar

On

“Challenges to Indian Polity: Concepts and Issues”

Organised

By

Department of Political Science

20th & 21st July, 2017.



This is to certify that Prof./Dr./Smt./Sri./Ms. *Pana Shabang*, *Phd Scholar*

of *Department of Political Science, Rajiv Gandhi University,*

Arunachal Pradesh, attended the seminar as Resource person/Chaird a session/

Participant /Paper Presenter in the International Seminar organised by the Department of

Political Science, University of Gour Banga, Malda, West Bengal, India, entitled “Challenges

to Indian Polity: Concepts and Issues”, held on 20th & 21st July, 2017. She/he has presented a

paper entitled *Political Position of West Women in Decision Making*

Process of Under the Chiefminship System - ed case study of Memrang Village.

Smita
Convener

University of Gour Banga
Malda, West Bengal
India

Prabhat Kumar Das
Vice-Chancellor
University of Gour Banga
Malda, West Bengal
India



RIGHT TO EDUCATION ACT IN INDIA

A Case Study of Papum Pare District, Arunachal Pradesh

A Thesis submitted in partial fulfilment of the requirement for the award of the Degree of Doctor of Philosophy in Political Science under Faculty of Social Sciences, Rajiv Gandhi University.

Submitted By

Pura Hachang

(Regn. No: RGU/RS-709/2017)



DEPARTMENT OF POLITICAL SCIENCE

RAJIV GANDHI UNIVERSITY

RONO HILLS, DOIMUKH-791112

ARUNACHAL PRADESH, INDIA

2022

CHAPTER – VI
SUMMARY, FINDINGS AND
CONCLUSION

CHAPTER - VI

SUMMARY, FINDINGS AND CONCLUSION

The last chapter deals with the analysis and interpretation of the primary data collected from the field survey pertaining to the perception of different stakeholders regarding RTE implementation in Papum Pare district. The present chapter provides the summary, findings and policy implications and analysis. The chapter is divided into two major sections. The first section deals with summary outline of the thesis. The second section deals with the findings and policy implications of the thesis.

This is a study on “Right to Education Act in India: A case study of Papum Pare district, Arunachal Pradesh.” It is divided into six chapters. Chapter –I: is an *Introduction*; Chapter -II: is about *Universal Elementary Education in India: Policies & Programme*; Chapter – III: deals with the *RTE in Arunachal Pradesh*; Chapter – IV: presents the discussion on *Emergence of Education with Special Reference to RTE in Papum Pare District*; Chapter- V: critically analyzed the *Perception of Different Stakeholders Regarding RTE Implementation in Study Area*; Chapter-VI: presents the *Summary, Findings and Conclusions*

The present study revolves around the following major objectives:

1. To provide the understanding regarding the main goals and provisions of RTE Act in the study area: The growth and development of any person, community, place, country and so on are solely dependent on education system of that particular area. In India RTE Act emphasize free and compulsory education for the child belonging to the age group of 6-14 years. The researcher have reviewed many existing literature regarding the main goals and provision of RTE Act in India. The detail discussion regarding the understanding of the main goals and provisions of RTE Act in India and the study area are provided in the chapter – I (pp. 1-27).
2. To highlight the background and implementation of RTE in India: In India RTE Act emphasize free and compulsory education for the child belonging to the age group of 6-14 years. The researcher have reviewed many existing literature regarding the main goals and provision of RTE Act in India. The detail discussion regarding the understanding of the main goals and provisions of RTE Act in India is provided in chapter –II (pp. 29--64).

3. To study the implications of RTE on enrollment and literacy rate in Arunachal Pradesh: The Arunachal Pradesh schools have adopted NCERT syllabus and are affiliated to the CBSE, New Delhi. After the implementation of RTE Act, at present all the interior areas of the state, in every district, primary schools have been opened and free education is provided up to class VIII standard. The implications of RTE on enrollment and its impact on the education system of Arunachal Pradesh have been discussed comprehensively in the Chapter -III (pp. 66-89).
4. To understand the perception of different stake holders and their awareness level regarding RTE in the Papum Pare district: Papumpare district is the epi-centre of Arunachal Pradesh as its capital city Itanagar is located in this district. After implementation of RTE Act there are total 37293 students studying in 311 schools of papumpare district. To understand the perception of different stake holders towards the awareness level regarding RTE in papumpare district has been widely discussed in chapter -IV (pp 91-108)
5. To examine the prospects and key challenges of RTE Act in Papum Pare district: According to the fifth objectives of the study, data was thoroughly analyzed and interpreted. The analysis of the regarding perception of stakeholders' namely: head teachers, teachers, parents and students on RTE and their awareness level in Papum Pare district of Arunachal Pradesh has been discussed. In addition to that the researcher has examined the prospects and key challenges of RTE Act in Papum Pare District. This detail discussion can be found in Chapter – V (pp. 111-176).

To examine the objectives of the present study the researcher has considered multistage and stratified random sampling method for selection of sample. Out of 20 districts, Papum Pare district is being selected where capital of Arunachal Pradesh, Itanagar is located. First Right to Education Act is being implemented in this area and it plays a role model for every policy implementation of state government to the other districts. It was most appropriate for conducting research in this region to know about the functioning of RTE Act. Out of the total 15 circle, 10 circles have been selected for the study.

Further, sample has been divided into four categories namely: head teachers, teachers, parents and students. These four groups of random samples have been equally divided into 10 (Ten) different strata namely – Itanagar, Naharlagun, Doimukh, Banderdewa, Kimin, Balijan, Sagalee, Gumto, Toru, and Mengio circles. The total

sample consists for the present study is 270 which included all categories of respondents. The details discussion regarding the sample for present study has been given in Chapter – I (pp. 19-22).

The present study on Right to education Act in India- A case study of Papum Pare District, Arunachal Pradesh has tested the following hypothesis.

1. The implementation of the RTE Act has not significantly increased the enrollment and literacy rate in Papum Pare district of Arunachal Pradesh.

During the study, the 30 percent of the head teachers have reported that there is increase in enrollment of students in the schools after the implementation of RTE Act, while the remaining 60 percent did not notice any such difference before and after the implementation of the RTE Act. Among the head teachers of the schools in urban area, 33.33 percent reported that there is increase in enrollment of students in their schools, while 66.66 percent of the head teachers surveyed by the researcher reported that there is no any such increment in student enrollment in the school after enactment of RTE. Therefore, hypothesis 1 is found to be positive.

2. Awareness level relating to education has not significantly increased after the implementation of RTE Act.

Out of the sampled head teacher, 15 out of 15 both in rural and urban school head teacher agreed that they are trained and aware about the RTE Act, which makes 100 percent agreement on the statement that they are aware about the RTE Act as a head of school. To the statement, 'Teachers are well trained and aware of RTE Act', it has been observed that in both urban and rural government school of Papum Pare district surveyed by the researcher, 100 percent of teachers are well trained and aware about the RTE Act. However, the 35 percent of the parents in Papum Pare district were aware of RTE Act 2009 while 65 percent of parents remained unaware about the RTE Act 2009. Further, the statement 'students are aware about RTE Act', only 23.33 percent of the students responded that they have heard about RTE Act 2009 but they are unaware about its contents, while 76.66 percent of the students responded that they are totally unaware of the RTE Act 2009. Though there is increase in awareness level of RTE Act but not significantly, therefore hypothesis 2 is found to be partially positive.

Summary

The present study has been divided into six chapters. The following section summarizes the chapter of the thesis

In chapter – I of this study, the theoretical and research context of the problem has been discussed along with all the suitable and brief reviews of the research studies which were found to be significant. Its rationale, significance, and objectives are also enumerated in this chapter. It also consists of the detailed procedure followed by the researcher in conducting the study as it includes the methodology of the research work, which discusses the population, sample, the technique of sampling, description of the tools used. It also includes hypothesis and organization of the thesis.

Chapter II discussed the background and emergence of Universal Elementary Education system in India like Education in ancient India, Education in medieval India. It also deals with education provision in the Indian Constitution and background of Right to Education (RTE) in global scenario in general and Indian context in particular. This chapter also provides education system of British Regime and their various policies and acts regarding education scenario of India. Chapter also further discusses the background and implementation of Rights of children to free and compulsory education Act, 2009.

Chapter III describes the Right to Education in Arunachal Pradesh. The chapter also covers up the topics like evolution of education in Arunachal Pradesh, major issues and challenges in growth of education in Arunachal Pradesh etc. It also discusses about the literacy rate of Arunachal Pradesh in previous and present times. The prevailing educational schemes and policies in the state are also described in this chapter.

Chapter IV describes the study area and sample in detail. It also describes the demography of the district and changing patterns of socio-economic activities. Further chapter discusses the education scenario of the study area and various educational institutions established in Papum Pare district.

The technique of the analysis along with all the tables, graphs and interpretation are included in chapter V of the study. This chapter consists of both the quantitative and qualitative analysis of the data. The chapter also discusses in detail the perception of Head teachers, Teachers, parents and students with regard to RTE in Papum Pare district.

The present chapter i.e., chapter VI is the last chapter of the thesis which includes the findings of the study along with their implications for educational practices,

suggestions for reformation in governmental policies and also for the further research work.

Findings from Secondary Sources

The findings from the secondary sources of the present study are comprehensively provided as follows:

Evolution of RTE

In the context of ancient education system in India. The present study revealed that there were two types of education systems: Vedic education and Buddhist education system. Sanskrit language was the medium of instruction for Vedic education system and Pali was the Buddhist education system's medium of language. It is seen that the administration and the rulers never interfere in the education system. Therefore, education was freely controlled by the teachers. During that time, Gurukula was the primary teaching centres.

In the advent of Muslim ruler in medieval period in India the ruler even landlord started to assistance in the establishment of educational institutions. There were three different types of institutions: Maktabs, Khanqahs or school attached to the Mosques, and Madrasas. The main goal was to propagate Islamic education and its ideas, as well as to religiously educate people.

The arrival of Christian missionaries and the British East India Company in 1600 AD changes the scenario of education in India. They introduced English education system in India. In the initial period, the British East India Company was not in favour with development of education system in India as their main motive was trading and profit making. In the journey of modern education in India many policies and programme were framed and some of them were failed to implement in education curriculum.

The study also revealed that many countries from over the world came together in 1945 to build peace and humanity, as well as to pledge to protect the dignity of all human beings everywhere. In 1948, a significant proclamation in human history was issued in the form of the Universal Declaration of Human Rights, which outlines the nature and scope of human rights in great detail, embracing a variety of social, political, economic, and cultural rights of individuals. The right to education was recognized as a human right for everybody, among many other rights.

According to Article 26 of the Universal Declaration of Human Rights (UDHR), “Everybody has the right to education. Education shall be free at least in the elementary

and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit.” This implies that education should be available to everyone.

After the independence, the second and third-five-year plans visualise free and universal education for students aged 11 to 14 years, in accordance with the main task of Universalization of Elementary Education (U.E.E). The National Educational Policy of 1968, the National Policy of Education 1986, the National Policy of Education 1992, the Sarva Shiksha Abhiyan (2001) and the Right to Education Act (2009) were framed in the support of modern education system in India.

Educations in Arunachal Pradesh

It has been found that except the Buddhist script of Khamtis and Monpas, the people of Arunachal Pradesh had no knowledge about reading or writing prior to independence. After independence, the first school was established by local tribal people in Pasighat in 1918, and another by the Adi community of the Dibang Valley in Dambuk in 1922. However, after the 1962, Indo-China war the actual development was started in NEFA. Before 1972 the medium of instruction was Assamese, though it was replaced by English and Hindi as a second language on January 20, 1972 when the state was elevated to the rank of Union Territory and renamed as Arunachal Pradesh.

The study revealed that Arunachal Pradesh was a late starter in the formal education due to many unfavorable factors like inaccessibility, lack of administration, illiteracy, ignorance of local people and lack of transportation and communication. Arunachal Pradesh has found to be steady expansion of educational institutions after the 1972.

The first census was conducted in Arunachal Pradesh on 1961 then known as NEFA. At that time the literacy rate was just 7.23 percent compared to 28.30 percent at all India level. For the first time, Indira Miri from the Assam had been selected as the NEFA's Education Officer.

RTE in Arunachal Pradesh

The study revealed that the education department for NEFA was established in September, 1947. In December, 1947, a Teacher Training Institute was formed to provide training to teachers in order to promote education throughout the Arunachal Pradesh

It is also found that on the October 28, 2010, the former Directorate of School Education established in November 20, 1956 was split into two separate Directorates, namely:

1. The Directorate of Elementary Education.
2. The Directorate of Secondary Education.

The Department of Elementary Education is committed to provide "Free and Compulsory Education" to all children aged 6 to 14 years. Since 2010, the RTE Act of 2009 has been implemented in the state of Arunachal Pradesh.

As per 2014-15 Census, Arunachal Pradesh stood second in position with totality of 71,807 numbers of educational institution after the Assam in North Eastern states of India.

From the year 2018, a good number of educational institutions have established in Arunachal Pradesh. There were 2,273 primary schools, 1,311 middle schools, 302 secondary schools, 161 higher secondary schools, 36 colleges, 9 engineering institutions and 9 universities.

Further, it has been found that the number of schools after the implementation of RTE in Arunachal Pradesh. Papum Pare district being the capital region leads total number of schools with 429 schools followed by Changlang district with 373 schools. While Dibang Valley district is lowest with only 30 schools. Anjaw district follows with only 99 schools.

In Arunachal Pradesh, Papum Pare has maximum number of teachers with figure of 3604 teachers West Siang district follows with 2106 teachers. Dibang Valley district has lowest number of teachers just with 162 teachers and second by Anjaw district with 399 teachers.

However, more than two-fifth of the total population are still illiterate in the state, which indicates that lots of works need to be done yet. This situation is in existence in spite of all the schemes and efforts, so new comprehensive and specific innovation and better implementation of the existing centrally sponsored and state-based schemes need to be given proper care.

Education and RTE in Papum Pare District

The study revealed that the Government of Arunachal Pradesh articulated and implemented "The Right of Children to Free and Compulsory Education Rules, 2010"

using the authority conferred by section 38 of the Right of Children to Free and Compulsory Education Act 2009. It took effect in Arunachal Pradesh on May 20, 2010. In Papum Pare district, the Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010 was first implemented.

During the study, it has been found that the state government framed the Education Act-2010 after the imposition of the Right to Education Act-2009, and several rules were framed by Government notification ED2/167/2009 dated August 19, 2010, but it is not being implemented properly in the state as a whole, and particularly in the Papum Pare district as per demanded by the Arunachal Pradesh Elementary Teachers Association (APETA) on 25th November, 2017. However, the emergence of education sectors in Papum Pare district has been somewhat accelerated after the implementation of the Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010 under the aegis of RTE Act, 2009.

In 1952-53, the undivided Lower Subansiri district had three lower primary schools located at Ziro, Pittapool and Doimukh. During the third Five Year Plan in 1973-74, after which the number of schools in the undivided Lower Subansiri district increased to 90, of which 78 were Primary Schools, 9 Middle Schools, and 3 Higher Schools.

As per 1991 Census the literacy rate of Papum Pare district before the implementation of RTE Act, 2009 was 41.6 percent out of which 51.1 percent was male literacy rate and 30.7 percent was female literacy rate. Further, raised to 69.32 percent in the year 2001.

After the implementation of Arunachal Pradesh Right of Children to Free and Compulsory Education Rule 2010. The literacy rate of Papum Pare district was increased to 82.14 percent of which 87.33 percent was of male and 76.65 per cent was of female.

The present study revealed that there are total of 311 government educational institutions within Papum Pare District, out of which are 1 University, 2 Colleges, 8 Higher Secondary Schools, 14 Secondary Schools, 89 Middle Schools and 198 Primary Schools.

Findings from Field Study

The findings from the field survey of the present study are broadly summarized as follows:

Awareness and Satisfaction of RTE

The present study has found that all the head teachers and teachers of the Papum Pare district, both urban and rural schools have complete awareness about the RTE Act. In regards to availability of RTE document, it has been revealed that maximum numbers of head teachers from both the urban and rural area have not availed the copy of RTE Act. Thus, the head teachers of government schools of Papum Pare district are not satisfactorily implemented the RTE Act in the concern school. The study also found that many of the head teachers have attended orientation program of RTE Act. Although all of the head teachers had informed their willingness to participate in any such program whenever organized, but due to interior location of the schools and communication gap had resulted in lesser participants in orientation programs. However, the school teachers of Papum Pare district reported that they are always ready to attend any program related to RTE whenever they got an opportunity, although there are very rare occasions where they get this opportunity.

Parents are considered as the first teacher of the child who are needed to be well educated and aware to teach their own child. But this study has revealed that most of the parents of the study area are illiterate and unaware about the RTE Act and its provisions. Further, the study also revealed that maximum numbers of the students in the study area are unaware about RTE Act, even they have not heard about it. The researcher observed that the most of students even do not know the thorough reading properly not to talk of writing particularly in elementary classes. So, they cannot be expected to know about the RTE Act.

RTE and its Impact on Enrolment

The study revealed that all the schools in Papum Pare district have provided admissions to the below 6 years of age whereas, it is not mention in RTE Act in regards to admission of child below 6 years of age. It is important to note that only few numbers of children above 14 years of age have applied for admission enrolment in the government schools of Papum Pare district. Fascinatingly, it has been revealed during the field survey in the study area that maximum numbers of students prefer to be admitted in the private school rather than that of government school due to better facilities in private

school. The study also revealed that all the teachers from both rural and urban government schools of the study area have reported that the 'free and compulsory education for 6-14 years of child' is being provided and implemented as per the RTE Act.

It has been revealed by present study that maximum number of students who applied for admission in both the government schools of urban and rural schools in the study area have provided admission by the concern schools head teacher. Whereas few numbers of head teachers reported that, due to certain reasons some admission seekers had been denied. It has also reported that popular system called '*Catchment area and Non-Catchment Area*' is used for the enrolment in the urban locality government schools in the Papum Pare district of Arunachal Pradesh due to many admission seekers.

Further, it is also reported that no parents have ever faced any difficulty in their child's admission in the government school. However, most of the parents those who are financially sound admits their child in private schools. From the present study it has been revealed that there is increase in enrollment of students in the schools after the implementation of RTE Act. However, the maximum numbers of head teachers have not noticed any such difference before and after the implementation of the RTE Act.

RTE and its Impact on Overall growth of Children

As per school teachers reports the number of drop out students in the study area is minimum particularly after the implementation of RTE Act in the region. The present study has revealed that there is no special training provision for the drop out students in Papum Pare district of Arunachal Pradesh. However, there used to be some bridge course for the drop out students during vacations which are not implemented now-a-days. The study reveals that maximum of the parents are totally unaware of RTE provision for drop out children where drop out students can be admitted in appropriate class according to the age.

During the study, it has been revealed that many of parents were unaware about the prohibition of physical and mental harassment in RTE Act. But interestingly researcher found that all of the surveyed parents supported minor physical punishment to the students. They stated that fear psychosis should be created among the students otherwise they will never focus on the study.

The present study also revealed that RTE Act defines 'disabled child' as children with disadvantage group. It is observed in urban schools of study area maximum of them

never heard of it and in rural schools of study area none of the parents have ever heard of special provision for disabled child in the school. Moreover, disabled Children are very rare in this district. The researcher found that maximum parents being illiterate and ignorant about the special provision for disabled child though not implemented in the school. It is reported by head teacher that the numbers of differently abled students' percent are high in urban government school than that of rural school in the study area. It has been found that very few students have been retained those who are weak or repeated failure to pursue their study in the concern government schools of the study area for two or more years.

It is found that according to RTE Act, a child can never be expelled from school till the completion of elementary education. However, in Papum Pare district in rare case this RTE Act provision was violated and interestingly child and his parents also never claim of this said provision. However, it has been revealed that a very few uncontrolled naughty students have been expelled. However, the case of expelling situation is very rare. Therefore, after the implementation of RTE Act, there is positive impact on the overall growth of children in the Papum Pare district of Arunachal Pradesh.

Assessment of School's Infrastructure

The study revealed that maximum numbers of head teachers have reported that they have enough classrooms infrastructure for each class, while some numbers of the head teachers reported that they don't have such infrastructure for which they have to manage in the same classroom. Thus, the majority of the schools in Papum Pare district have separate classroom for each class while minimum numbers of schools in study area have no separate classroom. As per the RTE Act 2009 there should be sufficient classroom for each class. But the present study reveals that only 60 percent of students reported that their schools have enough classrooms for each and every student. It was found that the rural schools have more scarcity of classroom where even different classes of students were taught in single classroom.

During the field survey it was found that many of the parents reported as per the information of provided by their children that there is provision of office cum store room attached to head teachers chamber. The study revealed that majority of the parents have reported that there is store room cum office in the school. It is also revealed that some of head teachers' chamber/room itself was adjusted as store room cum office in the study

area. Similar, the majority of the school teachers reported that there is availability of store room cum office in their respective schools.

The study reveals that the Allahabad High Court ruled that there must be compulsory playground within school grounds under RTE Act 2009. The present study shows that the majority schools located in Papum Pare district don't have playground in their school campus. It is also observed that schools in rural areas have a greater number of playgrounds comparatively than to urban schools in study area. Further, it is also found that playground facilities in rural schools are far better than that of the urban schools' playground in Papum Pare district. During the field survey, it is also reported that the majority of schools have the facility of Kitchen shed for mid-day meal in Papum Pare district.

Provision for Separate Toilet Facility

There is a provision of separate toilet for boys and girls in the RTE Act of 2009. The present study has found that majority of the schools in Papum Pare district have toilet facilities for both boys and girls separately in the school, while few numbers of school in Papum Pare district don't have this facility. It is also found during the field visit in the study area that toilets are not maintained properly which looked very dirty and unhygienic. The study also revealed that most of the urban schools have separate toilets for girls and boys in comparison to that of the rural schools in Papum Pare district where majority government schools have common toilets for both boys and girls.

Provision for Drinking Water Facility

As per the RTE Act 2009 there is a provision for providing safe drinking water to the students. The present study revealed that majority of rural government schools in Papum Pare district provides safe and adequate drinking water facility in their schools whereas majority of the urban government schools in Papum Pare district do not provide safe and adequate drinking water. As per the observation, the study revealed that mostly water filters are used in urban schools for safe drinking water while tap waters are used for drinking water in rural schools of Papum Pare district.

Modern Teaching Learning Equipment in the School

The study revealed that only few of the schools located in Papum Pare district have received teaching learning equipment's yet these facilities are not used properly due to lack of professional teacher or sometimes unwillingness of teacher to use it. However, maximum numbers of head teacher reported that their school have never received

teaching learning equipment from the higher authority. However, most of the teachers stated that they manage these equipment's through their own expenditure. Modern era is the age of smart class but unfortunately the present study revealed that majority of government schools located in Papum Pare district don't have the provision of smart class in their school. It is also found that none of the rural government schools have privilege of smart class in their school.

In this study, it is found that only few secondary and higher secondary schools of the study area have the privilege of computer lab facility which are provided to higher class students only. Moreover, the study revealed that only one government school was found with computer lab facility in urban study area. Surprisingly 3 numbers of the rural government schools have computer lab facility. Basically, higher schools were seen as having computer facility.

The majority government schools of both rural and urban locality in the Papum Pare district have provided electricity connectivity in their schools. However, there is no ceiling fan facility in the school. However, most of the rural government schools' electricity connection have not connected in proper way. During the study it was found that in urban schools have more electrification in compare to rural schools of the study area.

Library Provision

During the field study it has been found that only one school each in urban and rural school that responded that there is library facility in their school with minimum book facilities. Although, few numbers of teacher have reported that library facility is provided in their school. Moreover, all school teachers from rural area of Papum Pare district reported that there is no library facility in their school.

The study reveals that there were only 3 schools with the provision of library facility in the study area though there were very limited books in the library. Surprisingly, very few numbers of the students reported that they have library in the school, while majority of them denied about it in the schools of the Papum Pare district

Response of the State Government and Administration

In response of the state government and administration of Arunachal Pradesh towards the RTE Act implementation in Papum Pare district. The present study has been found that they are providing mid-day meal to the government schools in the Papum Pare district. However, it has been revealed that only few of the government schools located in

the Papum Pare district are providing mid-day meal in regular basis to the students irrespective of irregular supply from the higher authorities. The study also found that the majority of the surveyed schools in the Papum Pare district don't have kitchen facilities in their school. The study reveals that many of the schools prepares mid-day meal in open shed area. It is also important to note that school administration don't provide utensils to have mid-day meal like plate, glass, etc. thus, students are managing these utensils for themselves from their parents/home. Mid- Day Meal Scheme was launched in the year 1995 to give boost to Universalization of Primary Education in order to increase enrolment and attendance of the children. Study also reveals that the higher authorities do not supply the necessary mid-day meal items in time. It was also found that head teachers of the concern schools sometimes managed and provide mid-day meal from their own salaries though they recovered through the convergent cost in later. During the study researcher observed that few of the parents themselves contributed in constructing local kitchen shed for serving mid-day meal to children though majority of school lacks this facility. The study also revealed that Mid-day meal items were cooked up in open space or sometimes teachers used to bring from their house.

The School Management Committee (SMC) is present in each and every school of the study area which helps in functioning of day to day activities of the school management. Only one school has been found to be violating the norm of RTE Act, by not providing a female member in the SMC of schools, whereas all other schools are following the norm by appointing female members in the SMCs. It has been reported that SMCs of concern government schools of the study area are actively performing their duties. Interestingly, SMCs of rural area schools are more active than that of urban locality schools. During the field survey, it has been revealed that both in the urban and rural schools of the Papum Pare district surveyed by researcher have cent percent School Management Committee in each and every school. Even some of the parents are members in school management committee.

The present study has revealed that the NCPCR and SCPCR actively engaging in urban government schools of Papum Pare district. Therefore, the school's teachers and authority were aware about it. However, some of the rural government school's teachers and authority were never heard about it. Thus, the NCPCR and SCPCR are mostly dormant in the rural government schools of the Papum Pare district.

Administration in the government schools found to be loose because, as reported by the head teachers. The study also revealed that the State Advisory council of the education rarely visits in any of the schools of the Papum Pare district. Surprisingly, only numbers of head teachers reported that their schools have been visited by the State Advisory council of the education. This indicates that the state advisory council of Arunachal Pradesh is irresponsibility and they are not performing their duty judiciously.

The study found that many of the staffs especially SSA teachers are not paid in time. The majority of the head teachers have reported that some staffs are contractual therefore they are not paid as per norms. Unfortunately, school authority of the Papum Pare district reported they do have sufficient teaching staffs as per the provision. Regarding salary payment, only few numbers of staff have reported that they are paid in time as they are regular employee, while maximum numbers of the teachers informed that they are denied of timely payment as they are in SSA scheme. The study revealed that there are more regular teachers in urban areas in comparison to rural areas and in rural government schools, contractual teachers are more than regular teachers. Moreover, it is also found that majority of the teachers are unwilling to serve in the rural schools, and are competing to get posted in urban schools. It is also revealed that majority of the head teachers in the district have reported that they have been assigned such duties which are not covered under the provisions of RTE Act. This duty assignment is found to be highly prevalent during the election times as first recruitment for election staffs are being selected from teachers. However, in Papum Pare district, school teachers have not generally deputed to other works except in academic field. It symbolizes that district administration in Papum Pare district are more supportive to the teachers not like other districts where they are frequently assigned duties which are not covered as per the provision of the RTE Act.

It is revealed through field study that as per the guideline of RTE Act 2009, All the government schools of the Papum Pare district is supplying book for free of cost to the students from class I to class VIII. Right to Free and Compulsory Education Act is an act of parliament to provide basic education to all the citizens of India. Though RTE Act has a provision for free and compulsory education system, it was found that majority of the students had informed that their school charged minimum fees during school admission. The study revealed that though RTE Act is being formulated but in practical sense government do not provides all the needs that is require for school as per provision of

RTE Act which resulted for collection of minimum fees from students by school authorities.

Challenges in Implementation of RTE

During the field study researcher came to know that there are challenges in implementation of RTE in the study area. From the field study researcher came to know that there are insufficient teaching faculties in the many of the schools. The government of Arunachal Pradesh needs to recruit available number of teachers to fill up the vacancy posts in different schools of the study area so that it does not hamper the implementation of RTE Act in smooth way. During the field study it was also revealed that there is competition among the teachers to be posted in the capital region. It was also revealed that those teachers who are politically inclined and relatives of politicians are posted in the capital region. As such there is excess numbers of teachers in capital region where as interior areas of schools suffers insufficiency of teachers.

In response to the general perception that RTE Act has change the education scenario of India but researcher found something else in the field survey. During the field survey majority of the parents and few of the teachers reported that there is less admission seeker in the school. The reason they cited were that there is huge number of private schools which provided better facility to the children. Another reason cited were that many of the parents in the rural areas do not care of their child whether children are studying in the school or not. Moreover, they are innocent and ignorant who are unaware of the RTE facilities in the school.

The research has revealed many challenges in the implementation of RTE Act, and it is essential to overcome these challenges in India and particularly in Arunachal Pradesh. Certain measures are needed to be taken to encounter hindrances in the smooth implementation of RTE Act are as follows:

1. Unaware about the important sections of the RTE Act by local people of the Papum Pare district. Mass awareness programmes should be organized for the parents, teachers and the implementing authorities for effective implementation of RTE Act, 2009.
2. Ineffective performance from NCPCR, SCPCR and State Advisory council for education.
3. Lack of training programmes for the people associated with RTE Act (administrators, managers, principals, teachers etc.) should be conducted by the

government for the effective and strict implementation of RTE Act and to establish proper coordination among different implementing agencies.

4. Minimization of dropout children from government schools of Papum Pare district.
5. Lack of Mid-day meal supply to the government schools of Papum Pare district.
6. Recruitment of trained and qualified teachers and not deploy them at other places for non-academic work and teaching should be recognized as dignified profession.
7. Encouragement of teachers training and professional development of teachers and prohibit them from tuition activity.
8. Proper monitoring in school to manage pupil teacher ratio to desired level of 30:01 and check physical punishment given to the children and donation to be demanded by the schools.
9. Inclusion of the Children with Special Needs and Religious Groups in the preview of RTE Act.
10. Absenteeism of teachers is needed to be strictly checked. Vocation oriented curriculum on the line of Basic Education should be employed.
11. Lack of transparency to check corruption and nepotism. The Information and Communication Technology (ICT) should be employed in class-room presentation to motivate learners and teach them with the best method.
12. Development of child-friendly school environment where child can be free from fear, anxiety, trauma, physical punishment and mental harassment.
13. Framing of strict guidelines for SMCs regarding their roles and responsibilities and incase of their negligence their candidature should be cancelled. For proper functioning of school, monthly meetings should be conducted for SMCs to discuss various programmes and issues related to their schools.

Others Important Findings

During the field study, it has been found that only few of the schools of Papum Pare district have provided sport items and materials for their schools yet they do not provide to the students except in annual weeks and special occasions.

It was observed during in the study that maximum number of parents being farmer and illiterate they didn't had much interaction with their child, therefore it was found that

only few children have reported that they face some problems in the school such as rude behavior from senior students and the teachers.

The Continuous and Comprehensive system of evaluation was introduced in year 2009 but was abolished in the year 2017. The study reveals that maximum of the Parents consisting of more than 70 percent were unaware about CCE pattern of education that prevailed but they knew it has no fail system in education. Researcher also found that this system has resulted in providing a pass certificate without knowledge.

In regard to the awareness on school development plan the study reveals that majority of the parents were found to be having knowledge about it. Interestingly, in this study researcher observed that maximum number of parents being illiterate are aware of SDP. When enquired they reported that during admission time head teachers or teachers inform them of school development plan. Even few of the schools collected minimum amount of money for the said purpose.

Orientation programme for the teachers are very essential part of education as it gives moral boost up to the teachers. It also updates the new techniques and provide better training to the teachers to teach in classroom. The present Study revealed that majority of the parents have observed orientation programme being organized for the government teachers of the Papum Pare district of Arunachal Pradesh.

The researcher has observed that in the study area all parents have reported that there is proper norms and regulations for the students in the school but in reality, they hesitate to provide true statement. Researcher observed that the few of the students and teachers both unwillingly attends the school. Many a times few of the schools will be found close.

It is very important to demarcate proper boundary wall for the government school. The study reveals that maximum numbers of urban government schools' have proper boundary wall. But in rural government schools of the study area only few numbers of the schools were found with proper boundary wall.

Through the field study, it is revealed that in compare to students of urban government school, the students of rural government schools of the Papum Pare district are found to be getting more help from their respective teachers in the school. It is found that in urban schools only few numbers of the students responded that they have received additional help from teachers a part from classroom teaching. However, in rural

government schools, majority of the students reported that they have received additional help from teachers apart from classroom teaching.

Policy Implications and Analysis

RTE is considered as the main pillar of present Indian education system. So, there is a dire need for very strong and strict implementation of RTE Act, 2009 so that elementary education system of India in general and particularly in Arunachal Pradesh is established very strongly. For this government, principals, teachers and parents need to play very active and rigid role with full honesty. More over most important features of research is to contribute something innovative to the development of particular area where research is being conducted. Therefore, every researcher needs to find out the educational implications of his/her concerned study. Some of the educational implications of researcher's study are discussed below:

Education is the most important and essential apparatus for every child as they are future nation builders and according to their talent and abilities they will serve the society and nation. Educated child will decide how a nation will be, therefore education is utmost important for children. Education helps an individual to become a responsible citizen; they participate in good governance of the nation according to their talent and ability which becomes a boon for nation. Good education also results in rise of living standard of individuals, by which the poverty of nation will be automatically reduced. Therefore, good education of child will result in him/her to earn good livelihood in the society according to his/her skill.

Teachers are the base builders of children; therefore, the role of teachers is equally important for channelizing the potentialities and abilities of a child in a proper direction. For these, teachers are required to be very honest and professionally very qualified. RTE Act ensures the quality of teachers. Since teachers are the agents of social change and modernization, they have the duty of transforming students into competent and skilled professionals. RTE Act makes school teachers mandatory to provide a stress-free environment to school children and prohibits physical punishment and mental harassment i.e. free from fear, anxiety and trauma, only then the overall personality development of child is possible.

RTE promotes inclusive education and results in enhancement of socio-economic status of the individual and society as skills, ability and talents has no age bar, caste, creed and religion. RTE has the provision of no failure or detention policy for the

children. This gives an opportunity to children to learn according to their own pace and some have proved themselves outstanding in different fields.

There is a dire need to create the awareness of RTE provision to general people, as awareness among the society is very low regarding various provision of RTE. Various capacity building program should be organized to empower the teachers, principals and SMC members. The capacity building program should aim at ensuing quality education to the people. RTE Act ensures the consistency of curriculum with constitutional values and it also ensures all round development of child learning through various activities and evaluation as continuous and comprehensive so that proper character is developed in the child.

Provision of SMCs in RTE Act is very much significant as their active participation in SDPs is very important and effective. Proper implementation of RTE Act will remove many defects of present education system and many other socio-economic objectives of the society can be achieved.

Conclusions

On basis of investigation with regard to the stakeholders' perception of RTE Act 2009, it has been concluded that the administrators of each district of Arunachal Pradesh need to take responsibility for smooth functioning of the government schools of Arunachal Pradesh in their respective areas. The government needs to focus on minimum academic and professional qualification of teachers in order to provide the quality education in government schools of Arunachal Pradesh. There should organize Grievance Redressal cell in every school in order to receive and solve the grievances of the students and the parents. The government should focus on Mid-day meal scheme as it attracts the children to go to school. Providing healthy and nutritious food to child is the need of hour. The drop out students should be provided special training facility by government as per RTE Act provision. Separate room for computer lab should be provided by government with electricity connection, so that the students can access updated learning material. There should be library in each and every school so that the students are not deprived of best available magazines, books and journals elsewhere in the country.

The study revealed that government schools lacks in organizing educational tour. The government of Arunachal Pradesh should ensure that there is educational tour time to time. It is also found that teachers are taking private tuition against the RTE Act

provision. The government should initiate actions against such teachers. The students also revealed that schools lack safe drinking water, play materials, teaching learning materials and playground etc. which needs immediate attention from the government. As per the guidelines and norms prescribed by the Government of India and Apex court in India, adequate provisions should be provided to the persons with disability. The stakeholders' perceptions should be taken in an account for further improvement in education system of India and particularly in Arunachal Pradesh.

The sole purpose of enacting and implementing RTE in India was to eradicate all the problems of elementary education system persisting in India. The RTE Act provision covers all the necessary and needed requirements to improve the standard quality of elementary education in India. It was the advice of Supreme Court of India to government of India to enact a suitable legislation for Universalization of Elementary Education (UEE). Article – 21 A was inserted in the constitution of India through 86th constitutional amendment act 2002. It states that – 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.

Understanding the perception of stakeholders' namely head teachers, teachers, parents and students plays a very significant role in the status of Right to Education Act-2009. The opinion of the stakeholders' shows the real situation of the implementation of RTE Act-2009 in Arunachal Pradesh in general and Papum Pare district in particular. Some of the views of the stakeholders contradict to the various provisions of RTE Act like there should be some physical punishment to the uncontrolled children to bring them back in right direction. Some of the stakeholders' perception clearly revealed the unconvinced state with some of the provisions of RTE Act 2009. In order to bring the positive improvement in the field of education, the state and central government should value the perception of stakeholders. To create more awareness about RTE Act provisions in especially rural areas the state and central government should organize various programmes and seminars regarding RTE Act -2009.