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## Implementation of the Right of Children to Free and Compulsory Education Act 2009 in Jharkhand: A Status Study

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**Abstract:** *The Right of Children to Free and Compulsory Education Act 2009 (RTE) has been implemented in all states of India except Jammu and Kashmir since 1<sup>st</sup> April 2010. Hence it is relevant to study the status of the implementation of the Act at school level. The main objective of this paper is to study the status of implementation of the RTE Act 2009 and issues in its effective implementation. The study adopted survey method with 44 elementary schools selected from the state of Jharkhand, India by using multistage sampling method. The study indicates that most of the provisions of the RTE Act 2009 relating to school provisions, infrastructure and teaching learning materials, teachers and Head Masters etc have not been fully implemented in elementary schools. Hence it is suggested that all the stakeholders must work together for the effective implementation of the Act.*

**Keywords:** *The RTE Act 2009, Out of School Children, Children with Special Needs, Age Appropriate Admission, Issues in RTE Implementation.*

### 1. CONCEPTUALIZATION OF THE PROBLEM

A good quality education is the birthright of every child. In India, lot of efforts had been made after Independence to provide free and compulsory elementary education to every child without any discrimination. The Article 45 of the Constitution provided a basic framework for free and compulsory elementary education. Afterwards, various Commissions and Committees appointed by the Government of India also given recommendations to universalize elementary education and various programmes such as Education for All, Mid-Day-Meal, Shiksha Karmi Project, Operation Black-Board, District Primary Education Programme, Sarva Shiksha Abhiyan and the Right of Children to Free and Compulsory Education Act (RTE) etc were initiated in this direction.

The latest initiative to universalize the elementary education is making elementary education as a fundamental right of every child up to 14 years of age. The Right of Children to Free and Compulsory Education Act or Right to Education Act is an act of the Parliament of India enacted on 4<sup>th</sup> August 2009, which describes the modalities of the implementation of free and compulsory education for children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1<sup>st</sup> April 2010.

The main provisions in the RTE Act include the responsibilities of appropriate government and local authorities towards establishing neighbourhood schools; sharing of financial and other responsibilities; prohibition of capitation fee and screening procedure for admission; prohibition of detention, expulsion and corporal punishment; specification of norms and standards for schools including those related to the infrastructure and teachers; laying down of teacher qualifications and their duties; prohibition of deployment of teachers for non-educational purposes; and ensuring that curriculum and evaluation is in accordance with the Constitution of India and as per child-centred principles and values. Children with special needs, children from socially disadvantaged section, weaker section and those belonging to minority communities are also covered under the Act. All the norms and standards prescribed in the RTE Act must be met by the states in all primary and upper primary schools by 2013. It is the responsibility of state Government to provide basic infrastructure, teaching learning material and teachers for quality elementary education.

In the light of the RTE Act 2009, the Government of Jharkhand has made The Jharkhand Right of Children to Free and Compulsory Education Rules in 2011. This rule consists of total nine chapters, which include all the seven chapters of the RTE Act 2009 and two chapters is added extra; one for school management committee and one for teachers. In the school management committee chapter, it describes the composition and function of the school management committee and the teacher chapter deals with minimum qualification and duties for teachers.

## **2. NEED OF THE STUDY**

Jharkhand was formed in 15<sup>th</sup> November 2000. It is one of the richest states in India in terms of mineral and forest resources. According to census 2011, Jharkhand has a population of 32,988,134. The number of literates is 18,328,069. The literacy rate of persons of seven years age and above is 66.41%, with 76.84% male and 55.42% is female. The literacy rate is less than national literacy percentage, 74.04%, with male 82.14% and female 65.46%. With a view to increase the literacy rate and universalise elementary education, the Right of Children to Free and Compulsory Education Act (RTE) has been implemented in India and Jharkhand with effect from 1<sup>st</sup> April 2010.

The RTE Act 2009 and its implementation issues and problems are one of the significant areas of research in social science in recent years. Some of the relevant research findings are discussed in following paragraphs.

Mohalik (2017) reported that Government of Odisha has taken steps for developing training and assessment modules, admitting out of school children and CSWN by providing facilities like ramp, aid and appliances, wheelchair, special teachers and home service to these children. Kumar and Mohalik (2017) found that only 20% PRI members involve in procuring infrastructure facilities. Bhattacharya and Mohalik (2015) reported that 38% of SMC members are monitoring Mid Day Meal preparation, distribution and cleanness and 32% of SMC members are participating in enrolment drive, identifying out of school children, disabled children and 34% of SMC members are involved in generating community awareness about RTE Act. Viswanat (2014) found that the RTE Act helps in India to achieve millennium goals and to create awareness among school teachers, parents and community members in enhancing quality school education. Schools are lacking in separate toilets for boys and girls, safe drinking water, play materials, teaching learning materials, playground, boundary wall, health check up facilities and special teachers, Mohalik (2013). Rustagi and Menon (2013) found that there is a widespread variation and difference in educational outcomes within the state, across districts, social groups and other inequities relating to schools, gender, and learners' achievements. NCERT (2012) reported that 23 states have framed the Model rules for the RTE Act 2009, 24 states have issued notification regarding age appropriate admission, 19 states have revised the curriculum and textbook as per the Act.

The above findings indicate that the provisions of the RTE Act 2009 have not been fully implemented in different states. But different Government has taken steps and initiatives for the successful implementation of the Act. On the other hand, no comprehensive studies are available on the status of implementation of the RTE Act in the state of Jharkhand. Against this background, studying status of implementation of the RTE Act 2009 in Jharkhand is highly relevant. So the investigator raised following research questions for investigation.

- Whether the provisions of the RTE Act 2009 have been successfully implemented in elementary schools of Jharkhand?
- What are the different issues and concerns in implementing the RTE Act 2009 at school level?

## **3. OBJECTIVES**

1. To study the status of implementation of the RTE Act 2009 with reference to provision of schools, initiatives for out of school children, Children with Special Needs (CWSN), Social Disadvantaged (SD), Weaker Section (WS) and functioning of HMs, teachers and SMC members
2. To explore different issues and concerns in implementing the RTE Act 2009 at school level.

## **4. METHODOLOGY**

Survey method was adopted for this study with 44 elementary schools (18 rural and 26 urban) of Jharkhand. These schools were selected from four districts of Jharkhand such as Chatra, Deoghar, East Singhbhum and Ranchi by using multistage sampling techniques. All the 44 HMs, 44 teachers (one teacher from each school) and 44 SMCs were involved as sample for this study. Data regarding status of the implementation of the RTE Act were collected from HMs by using self developed questionnaire based on different provisions of the RTE Act 2009. The information regarding issues and concerns for implementing the RTE Act were collected from HMs, teachers and SMC members by focused group discussion.

## 5. ANALYSIS AND INTERPRETATION

The collected data were analysed as per the objectives of the study by using frequency, percentage and average and presented in form of tables and graphs.

### A. Facilities Available in Elementary Schools

In this section, location of elementary schools, infrastructure facilities, teaching learning materials and availability of teachers are presented.

**Table 1:** Distance of School from Local Habitation

Sl. No.	Distance	Rural (F & %)	Urban (F & %)	Total (F & %)
1	< 1 KM	6 (33.33)	9(34.61)	15 (34.09)
2	1-2 KM	3 (16.66)	7(26.92)	10 (22.72)
3	2-3 KM	2 (11.11)	7(26.92)	9 (20.45)
4	> 3 KM	7 (38.88)	3(11.53)	10 (22.72)

Table-1 indicates that in total 34.09% of schools are located within 1KM from the habitation of the child. Further, 33.33% of schools are located within 1 KM, 16.66% of schools are within 1-2 KM, 11.11% of schools are within 2-3 KM and 38.88% of schools are more than 3KM from local habitation in rural areas. In urban areas, 34.61% of schools are within 1 KM, 26.92% of schools are within 1-2 KM, 26.92% of schools are within 2-3 KM and 11.53% of schools are more than 3 KM from local habitation.

**Table 2:** Availability of Drinking Water, Rooms and Ramp

Sl. No.	Location	Drinking Water Facilities (F& %)	One Room per Class (F & %)	Ramp (F& %)	HM Room (F& %)
1	Rural	16 (88.88)	13(72.22)	13(72.22)	15 (83.33)
2	Urban	25 (96.15)	25(96.15)	24 (92.30)	26 (100)
3	Total	41 (93.18)	38 (86.36)	37 (84.09)	41 (93.18)

The table-2 indicates that 93.18% of schools have drinking water facilities, 86.36% of schools have one room per class in total. Further, 72.22% of rural schools have one room per class whereas 96.15% of urban schools have one classroom per class. Total 84.09% of schools have ramp facilities, whereas 72.22% of rural schools have ramp facilities. This table also indicates that 83.33% of rural schools have HM room but in urban area all schools have HM room.

**Table 3:** Availability of Electricity and Toilets

Sl. No	Location	Electricity (F & %)	Fans (F & %)	Common Toilets (F & %)	Girls Toilets (F & %)	Staff Toilets (F & %)
1	Rural	14 (77.77)	12 (66.66)	16 (88.88)	0	2 (11.11)
2	Urban	22 (84.61)	19 (73.07)	21 (80.76)	5 (19.23)	0
3	Total	36 (81.81)	31(70.45)	37 (84.09)	5 (11.36)	2 (4.54)

The table-3 reveals that 77.77% of rural schools have electricity facilities and 66.66% of schools have fan. In urban area, 84.61% of schools have electricity facilities but 73.07% of schools have fan. The table also indicates that 84.09% of schools have common toilet facilities but only 11.36% of schools have separate toilets for girls and 4.54% of schools separate toilets for staff and teachers. There is no school in rural area which has separate toilet facilities for boys and girls.

**Table 4:** Books Available in School Library

Sl. No.	Item	Rural (Average)	Urban (Average)	Total (Average)
1	Textbook	105	113.80	109
2	Story book	109.61	136.19	122.5
3	Journal	20.37	41.15	41.15
4	News Paper	0.72	0.53	0.53

Table-4 reveals that in average 113.80 text books, 136.19 story books, 41.15 journals and 0.53 newspapers are available in school library. This table also shows that the average of text book (113.80), story book (136.19) and journal (41.15) in urban area is more than the average of textbook (105), story book (109.61) and journal (20.37) in rural areas school library.

**Table 5:** Availability of Teaching Learning Materials (TLM) in School

Sl. No.	Item	Rural (Average)	Urban (Average)	Total (Average)
1	Science TLM	6.38	5.65	5.95
2	Math TLM	5.61	2.63	3.63
3	Chart	24.83	9.88	18.15
4	Maps	8.05	4.69	6.06
5	Globe	1.16	0.84	0.97

It is found from the table-5 that the availability of different TLM in schools is in average; (5.95) science items, (3.63) math items, (18.15) chart, (6.06) maps, and (0.97) globes. The average of TLM in rural area; science (6.38), math (5.61), chart (24.83), maps (8.05) and globe (1.16) is greater than the average of the different TLM in urban area school like science kit (5.65), math kit (2.63), Chart (9.83), maps (4.69) and Globe (0.84).

**Table 6:** Availability of Teachers

Sl. No.	Location	Math & Science Teacher (F & %)	Social Science Teacher (F & %)	Language Teacher (F & %)	Regular Head Teacher (F & %)	Contractual Teacher (F & %)
1	Rural	11 (61.11)	9 (50)	11 (61.11)	6 (33.33)	6 (33.33)
2	Urban	17 (65.38)	17 (65.38)	21 (80.76)	5 (19.23)	11 (42.30)
3	Total	28 (63.63)	26 (59.09)	32 (72.72)	11 (25)	17 (38.63)

Table-6 reveals that 63.63% of schools have math & science teacher, 59.09% of schools have social science teacher and 72.72% of schools have language teacher. No schools have Art teacher, Physical teacher, and Work teacher. This table also shows that 61.11% of rural schools have math & science teacher but 65.38% of urban schools have math & science teacher. 65.38 % of urban schools have social science teacher but only 50% of rural schools have social science teacher. Further, it reveals that only 25% of schools have regular head teachers and 38.63% schools have contractual teachers.

### B. Initiatives for Educating Out of School Children (OSC), CWSN and Weaker Section Student

In this section, the initiatives taken by the school and Government of Jharkhand for education of out of school children, CWSN and weaker section students are presented.

**Table 7:** Initiatives for Out of School Children (OSC)

Sl. No.	Items	Rural	Urban	Total
1	Identified out of school children*	17 (94.44)	23 (88.46)	40 (90.90)
2	Number of OSC identified (Boys)#	11.61	16.46	14.47
3	Number of OSC identified (Girls)#	10.11	17.84	14.68
4	Number of OSC identified (Total)#	21.98	33.92	29.04
5	Initiatives in admitting OSC*	17 (94.44)	23 (88.46)	40 (90.90)
6	Number of OSC admitted (Boys) #	18.05	15.96	20.90
7	Number of OSC admitted (Girl) #	15.88	16.85	23.77
8	Number of OSC admitted (Total) #	33.94	32.34	44.68
9	Special training provided to OSC*	2 (11.11)	2 (7.69)	4 (09.09)
10	Bridge course material is available for OSC*	0	3 (11.53)	3 (06.81)
11	Teachers are oriented in for OSC*	2 (11.11)	3(11.53)	5(11.36)

\*Percentage # Average

It is indicated from the table-7 that 90.90% of schools identified and admitted out of school children in elementary school. But only 09.09% of schools provided special training for out of school children to bring at par with other student. This table also points out that only 6.81% of schools have availability of bridge course material for out of school children, which is only in urban area school. It also indicated that 11.11% of rural area schools and 11.53% of urban area school teachers are oriented in giving special training to out of school children.

**Table 8: Initiatives for Children with Special Needs (CWSN)**

Sl. No.	Items	Rural	Urban	Total
1	Initiative for admitting CWSN*	18 (100)	23 (88.46)	41(93.18)
2	Number of CWSN admitted (Boys) #	2.33#	1.92#	2.09#
3	Number of CWSN admitted (Girls) #	1.66#	1.26#	1.27#
4	Number of CWSN admitted (Total) #	3.44	3.19	3.29
5	Number of CWSN completed (Boys) #	3.11	2.86	2.94
6	Number of CWSN completed (Girls) #	2.59	2.61	2.60
7	Number of CWSN completed (Total) #	5.78	5.76	5.75
8	Regular attendance of CWSN*	16(88.88)	17 (65.38)	33 (75)
9	Special training for teachers on CWSN*	8 (44.44)	11(42.30)	19(43.18)
10	Coping with other regular children*	14(77.77)	16 (61.53)	30 (68.18)
11	Appointment of special/resource teacher for CWSN*	3 (16.66)	4 (15.38)	7 (15.90)
12	Availability of training modules for CWSN*	0	0	0
13	Availability of assistive devices for CWSN*	3 (16.66)	5 (19.23)	8 (18.18)

\*Percentage # Average

The table-8 indicates that all the rural schools and 88.46% of urban schools have taken initiatives for admitting the CWSN. In average 3.29 students admitted in school. The average number of CWSN (Boys) admitted in rural (2.33) as well as urban (1.92) area schools is more than the average number of CWSN (Girls) admitted in rural (1.66) and urban (1.26) area schools. Average 5.75 CWSN students successfully completed the elementary education. The average number of CWSN (Boys) successfully completed in rural (3.11) as well as urban (3.19) area schools is more than the average number of CWSN (Girls) successfully completed in rural (2.59) and urban (2.61) area schools. 88.88% of rural area schools CWSN students are attending school regularly which is more than the urban area schools (65.38) CWSN student.43.18% of schools provides special training to teachers for taking care of CWSN. Only 15.90% of schools have special/ resource teachers to teach CWSN student. This table also reveals that 18.18% of schools provide assistive devices to CWSN.

**Table 9: Initiatives for Weaker Section (WS) and Socially Disadvantaged**

Sl. No.	Items	Rural (F & %)	Urban (F & %)	Total (F & %)
1	Regularity of WS students	13 (72.22)	22 (84.61)	35 (79.45)
2	Initiatives for admitting WS students	16 (88.88)	26 (100)	42 (95.45)
3	Coping of WS with others	14 (77.77)	25 (96.15)	39 (88.63)
4	Orientation of teachers on WS children	13 (72.22)	18 (69.23)	31 (70.45)
5	Training modules provided to the teachers	0	4 (15.38)	4 (09.09)
6	Regularity of SD students	13 (72.22)	21 (80.76)	34 (77.27)
7	Coping of SD students with others	14 (77.77)	23 (88.46)	37 (84.09)
8	Incentives provided to SD and WS	11 (61.11)	15 (57.69)	26 (59.09)

The table-9 reveals that 79.45% of students from weaker section and 77.27% of students from socially disadvantaged comes to school regularly. Further, 95.45% of schools have taken initiatives for admitting weaker section students. 96.15% of students of weaker sections in urban area schools are able to cope with other regular children but 77.77% of students of weaker section students from rural area are able to cope with other regular children. 70.45 % of teachers are oriented for teaching weaker section children. Only 15.38% of urban schools have training module for teaching the weaker section student. This table also indicated that 84.09% of socially disadvantage section children are able to cope with other children. Further, 59.09% of schools have given special incentives to SD children to bring them at par with others.

### C. Issues and Concerns in the Implementation of the RTE Act 2009

The issues and concerns in implementing the RTE Act 2009 in Jharkhand are presented in this section.

#### Related to Admission of all Children

All children of the locality are not taking admission in neighbourhood school especially children from the sound economic background. They go to private schools. Further, going door to door for enrolment and attendance of out

of school children is difficult. Illiteracy and poor parents do sometimes not understand the importance of education. Age appropriate admission is difficult as children does not have basic understanding of 3Rs. Further, all children of a locality are not admitted due to migration with parents to other places for searching jobs.

#### **Related to Attendance of Students**

All the HMs, teachers and School Management Committee (SMC) members irrespective of their locality, extended their response that majority of admitted students are regularly attending school but few of them miss the classes, especially during harvesting and festival times. It is difficult to motivate student for coming school irregularly. Parents are not supporting. No provision for punishment to student made students come irregularly.

#### **Related to Preparation and Recommendation of School Development Plan**

All the HMs, teachers and SMC members irrespective of their locality are not aware of the school development plan. They said that regular meetings are held with parents and SMC members to discuss school development work and plan for the next years but the involvement of SMC members are very less.

#### **Related to Providing Quality Education**

Most of the HMs are in favour of providing quality education to all children. But they could not realize these objectives due to inadequate teaching learning materials, lack of subject teacher, lack of furnished classroom and improper teacher-pupils ratio, no detention policy, un-availability of the textbook at right time and maintaining many different type of reports by teachers and HMs.

#### **Achievements in School after Implementation of the RTE Act 2009**

All the HMs, teachers and SMC members expressed that the RTE Act 2009 is crucial initiative taken by the central Government to make elementary education free and compulsory for children of 6-14 years of age. The enrolment has been increased in primary classes and also the government has taken many steps for improving teaching and evaluation practices by way of providing TLMs and in-service training to teachers.

### **6. MAJOR FINDINGS**

- 43.19% of elementary schools are located beyond 2KM and 22.72% of schools are located beyond 3KM from the habitation of children. This distance of schools is more in rural areas than urban area schools.
- All elementary schools have pucca building. But 27.78% of school buildings are not in good condition. Further, around 20% of schools does not have boundary wall and 50% of schools does not have playground.
- 13.64% of elementary schools do not have one room per class and 15.91% of schools do not have ramp facilities for physical disable students. Further, around 7% of elementary schools do not have drinking water facilities. Only 19.23% of schools have separate toilets for girls and staff.
- 18.19% of elementary schools do not have electricity and 30% of schools does not have fan in the school.
- All elementary school does not have globe which is very necessary for teaching geography. On the other hand majority of schools have maps, charts and science and math TLM for teaching learning.
- 35% of schools does not have math and science teachers, 40% of schools does not have social science teachers and 28% of schools does not have language teachers. 75% of elementary schools does not have regular head teacher, which has serious bearing on implementation of the RTE Act.
- Majority of schools identified and admitted out of school children but few schools have provided special training and bridge course to these children as per the Act. 89% of school teachers are not oriented in teaching out of school children.
- Majority of schools have identified and admitted CWSN students. But no school has training modules for CWSN. 57% of teachers are oriented in teaching CWSN and 85% of schools does not have special teacher appointed for dealing CWSN.

- SMC members are actively involved in admission and management of mid day meals but involvement in preparation of school development plan is less. All the HMs are not holding regular meeting with SMC and staff. Mostly minutes of all meeting are recorded.
- Major issues and concerns in the implementation of the RTE Act are; going door to door for enrolment and attendance of out of school children, convincing illiterate and poor parents, lack of interest of parents for education, age appropriate admission for out of school children, shortage of teachers as well as lack of subject specific teachers for upper primary class, un-availability of the textbook at right time, preparing and maintaining different type of report, children migrate with parents to other places, lack of skills to develop school development plan among HM and teachers and non-detention policy promotes poor learning.

## **7. DISCUSSION OF RESULT**

The RTE Act 2009 has been implemented in the state of Jharkhand, India since 1<sup>st</sup> April 2010. The Government of Jharkhand has taken different initiatives to successfully implement all the provisions of the Act at school level. In spite of all initiatives by the state Government and local authority, all the provisions of the RTE Act 2009 has not been fully implemented at school level. Around 55% percentages of elementary schools in Jharkhand are located beyond 2KM from the habitation of children but the RTE Act 2009 recommended for elementary schools in each and every neighbourhood. The distance of elementary school is more in rural area than urban areas. Hence the state Government must take steps for providing schools in the neighbourhood of all children.

The basic infrastructure facilities such as school building, boundary wall, drinking water, separate toilets for girls, electricity, ramps etc must be made available in all elementary schools for effective implementation of the RTE Act. This study indicates that 30% of school buildings are not in good condition, 20% of schools does not have boundary wall, 52% of schools have playground, 16% of schools does not have ramps and 14% of schools does not have one room per class. Further, teaching learning materials, teachers, subject teachers in Science, Social Sciences, Mathematics and English are not adequately available in elementary schools. This result is supported by Mohalik (2017), Paikray (2015), Chandrappa (2014), Das (2014) and Malik (2013). It may be due to the fact that provisions and rules of the RTE Act are not properly implemented at school level.

One of the important provisions of the Act is education for out of school children, socially disadvantaged and weaker sections. Majority of schools have identified out of school children in their locality but bridge course material is not available in schools and all teachers are not oriented in the process of teaching to these students. This result is supported by Mohalik (2017) who reported that no out of school children are admitted in elementary schools in Odisha. But the schools in Jharkhand have admitted out of school children. On the other hand, initiatives are taken by the Government for education of socially disadvantaged and weaker section children. It may be due to the fact that the concept of out of school children and age appropriate admission is totally new to the educational officers, HMs and teachers and no specific guidelines are available in schools for education of these children. Further, admission and teaching to out of school children is really top task.

Though the Government of Jharkhand has taken steps to implement the provisions of the RTE Act in elementary schools, all the provisions are not effectively implemented due to issues like not admission of children of economically sound parents, poor and illiterate parents, poor facilities in schools, lack of teachers and lack of SMC cooperation. This is supported by Kumar and Mohalik (2017), Bhattacharya and Mohalik (2015), and Chandrappa (2014). Hence it is high time to provide all facilities to schools, appoint teachers and strengthen functioning of SMCs.

## **8. EDUCATIONAL IMPLICATIONS**

1. The free and compulsory education need to be provided to all children. For this, the Government should ensure availability of neighbourhood school for each child. The study found that only 34.09% of elementary schools are located within 1KM from the residence of the child. Hence government should take necessary steps to make primary school within 1 KM distance and upper primary school within 2 KM from the children as per the RTE Act. It can be done either setting up new primary schools and upgrading existing primary schools.

2. Physical development of the children is equally important as cognitive development. For this the school must have playground. Only 38.88% of rural school has playground and 53.84% of urban schools have playground. Overall only 47.72% of schools has playground which is less than half of the school. So steps may be taken to provide physical education activity in the school and arrange some space for playground for every school.
3. One class room per class is the minimum requirement for teaching learning process. But 72.22% of rural area schools have one room per class and remaining 27.78% of rural area schools arrange their class in combined basis which influence the teaching learning process. So it is necessary to develop minimum infrastructure facilities like one room per class to better teaching learning process.
4. Only 25% of elementary schools has regular HM. Urgent steps may taken by the government to appoint regular HM in all elementary schools. Adequate number of teachers must be made available in primary schools and subject specific teachers in upper primary schools.
5. All schools must be equipped with ICT facilities and teachers must be oriented in using ICT for teaching learning. Teachers must be encouraged to utilise open and online resources of MHRD, NCERT and other national and international agencies for teaching learning.
6. Each subject has specific methods of learning. Hence students must be taught how to each subject. Process of learning all subjects must talk to students by teachers. Hence teachers must be guided to teach the content as well as process of learning the content so that all students can be independent learner.
7. The effective implementation of the Act largely depends on cooperation and participation of parents. This study reveals that most of parents are poor and illiterate and not interested to send the children to school. Hence awareness programme must be organised by the Government through media or rally in each and every habitation on importance of education. The adult education programme can be started for parents so that they can realise the importance of education for happy and healthy life.
8. The government must think to stop the migration of parents from one place to another, which creates problem for education of children. Different departments of Government must jointly work to stop migration of parents by providing jobs in locality.
9. The RTE Act 2009 recommended for preparation of school development plan in each school. But most of the HMs, teachers and SMC members are not aware about the school development plan. Hence they must be oriented in developing school development plan.
10. The quality of teaching learning can be improved by providing adequate teaching learning materials, subject teachers, maintaining proper pupil teacher ration and making availability of textbooks on time. The no detention policy may be modified.

## **9. CONCLUSION**

The RTE Act 2009 has been implemented in Jharkhand since 1<sup>st</sup> April 2010. The Government of Jharkhand has also developed model rules for implementing the RTE Act 2009 in May 2011. Accordingly, different provisions of the Act have been implemented in the state. The government has taken initiatives to provide free and compulsory elementary education to all children of 6-14 years of age, identification and admission of out of school children in age appropriate class, constitution of SMC in each school, educational provision for CWSN and socially disadvantaged sections, orientation of teachers and HMs etc. After 8 years of implementation of the Act, all the provisions are not adequately implemented in the state. Hence all the stakeholders must join hands together for the effective implementation of the Act.

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