

**CHAPTER-IV**

**ANALYSIS, INTERPRETATION AND**

**DISCUSSION OF DATA**

## 4.1 Introduction

Application of qualitative analyzing and interpreting the collected data plays an important role in any research problem. The data must be carefully proceeding, systematically analysed and rationally concluded. This chapter deal with the analysis and interpretation of the data collected from the sample of the study.

Interpretation of data refers to that important part of investigation which is associated with the drawing of inference from the collected facts after an analytical study .it is the interpretation that makes it possible for us to utilize collected data in various fields.

## 4.2 Analysis of data

**4.2.1 Objective-1:** To study the issues and challenges faced by the teachers to follow the RTE act 2009. To check the awareness levels among teachers, parents, concerning the provisions under RTE act 2009 for disadvantaged group. The researcher made questionnaire for teacher and collected the data from the different schools of Bhopal and showing the percentage of responses in the tabular form.

**Q1. Do you know about RTE act 2009?**

Teacher (gender)	Yes	No
Female	14(100%)	-----
Male	06(100%)	-----

The above table shows the awareness level of teacher about Right to Education. This result represents the 100% of awareness of this act in all teachers. It shows the knowledge for the student's welfare policies or schemes through the Government as well as maximum number of students who belongs in the weaker section gets admission easily in the school.

**Q2. Do you know about your classroom that how many students are come under this category?**

Teacher (gender)	Yes	No
Female	14(100%)	-----
Male	06(100%)	-----

This finding shows the teacher's knowledge about the seat allotment under RTE Act 2009 for private schools. This is the clear about the 25% seats for disadvantaged group students. It is shown the students under RTE Act present in their school and they can easily get the admission through the help of the teachers.

**Q3. What about the participation ratio of students in your class activity?**

Teacher (gender)	More than 50%	100%
Female	04(28.5%)	10(71.4%)
Male	04(66.7%)	02(33.3%)

The participation ratio of disadvantaged group students in the class activity is more in female teachers than the male teachers and this result shows the activeness and maximum participation of students which come under the RTE Act. This finding is also showing the teacher's guidance and motivation for all students equally.

**Q4. How many percentages of attendance of students in your class?**

Teacher (gender)	More than 50%	100%
Female	09(64.2%)	05(35.7%)
Male	04(66.7%)	02(33.3%)

The above result shows the school attendance of disadvantaged group students which is more than 50%. This result interpret the fulfillment of teacher's objective in the

classroom and providing the quality education with the flexible environment for weaker section students. Therefore, the attendance of those students is Maximum in both the cases.

**Q5. In your class, the objective is**

Teacher (gender)	Child centered	Teacher centered
Female	14(100%)	-----
Male	06(100%)	-----

The above table shows the child centered class through all the teachers. It helps the complete development of students in the school by the teachers. In this case, teacher treated all the students equally and fulfills their duty with responsibility.

**Q6. How much maximum scoring in your subject?**

Teacher (gender)	More than 50%	100%
Female	13(92.8%)	01(7.1%)
Male	06(100%)	-----

Maximum students scoring more than 50% which shows the teacher's responsibility without any discrimination between the students come under the RTE act and other students. The way of teaching through the teacher is same for all students without any differentiation. As well as it shows the good content knowledge of teacher.

**Q7. What teaching method you applying in your classroom?**

Teacher(gender)	Demonstrate method	Demonstrate and lecture method
Female	05(35.7%)	09(64.3%)
Male	04(66.7%)	02(33.3%)

The ratio of female teachers is maximum for demonstrate and lecture method both while in case of male teachers applying only demonstrate method. This study shows the teacher's knowledge about classroom pedagogy for every student. But few teachers applying demonstrated only in case of female teachers and both the method are used by male teachers in very less amount. This is the one reason for attentive nature of the students of weaker section group because they lacking resources for Education.

**Q8. What will you do for weak students or slow learner in your class?**

Teacher(gender)	Put extra efforts	Put extra efforts and more attention
Female	-----	14(100%)
Male	-----	06(100%)

Every teacher put the extra efforts and more attention for weak or slow learners. So, it helps specially for disadvantaged group students who need maximum attention towards the learning difficulties, because they are lacking many resources and good environment due to the illiteracy of parents such as socially disadvantaged group, economically weaker section, and disabled group.

**Q9. What about the behavior of disadvantages group students between the class?**

Teacher(gender)	Attentive	Not attentive
Female	11(78.5%)	03(21.4%)
Male	04(66.7%)	02(33.3%)

The disadvantaged group students are attentive and sincere towards the education due to the provision of act according to the above percentage but some teachers responding for the not attentive behavior of RTE students. This shows the negative behavior of those students but it may happen when the lacking of interesting, effective, and attractive classroom. It may happen due to the untrained teachers as well as environment at their home also.

**Q10. What about the parent's response of disadvantaged group students in every PTM of your school?**

<b>Teacher(gender)</b>	<b>Good</b>	<b>Average</b>
Female	06(42.8%)	08(57.1%)
Male	02(33.3%)	04(66.7%)

The responses of parents of disadvantaged group students in the school's PTM are average because some parents overpowered on the teachers due to the lack of education. They don't know about the rules for the educational policies so, their responses in the PTM of school are not good according to some teachers.

**Q11. Do you think the RTE children have a complex which affects them in whatever they do?**

<b>Teacher (gender)</b>	<b>No</b>	<b>In some situation</b>
Female	11(78.5%)	03(21.4%)
Male	04(66.7%)	02(33.3%)

The above result shows the very less amount of complex effect in the students come under the RTE act. Maximum students behave normally without showing any misbehave according to above record but in some situation it differs. It may be effect of environment of their home or surrounding or due to the lacking of friendly environment in the classroom with their peer group.

**Q12. Do you feel that there is no differentiation between the other children and RTE children in the class? Are they able to manage with ease?**

Teacher(gender)	Yes	Sometime
Female	13(92.8%)	01(7.1%)
Male	05(83.3%)	01(16.7%)

There is no differentiation between the disadvantaged group students and other students in the school. All are treated equally. But few responses show the differentiation between the students according to teacher's responses it may be lacking of resources.

**Q13. Are there any pressured from the guardian of disadvantaged group students?**

Teacher (gender)	Yes	No
Female	02(14.3%)	12(85.7%)
Male	02(33.3%)	04(66.7%)

The pressures on the child come under the RTE Act for study by their parents are less due to the lack of literacy. Most of the parents busy in their daily wages work in a whole day so child left behind from this situation. But few responses show the awareness of parents towards their child's Education. It may happen due to the effect of locality.

**Q14. Is there any misuse of this act by the parents?**

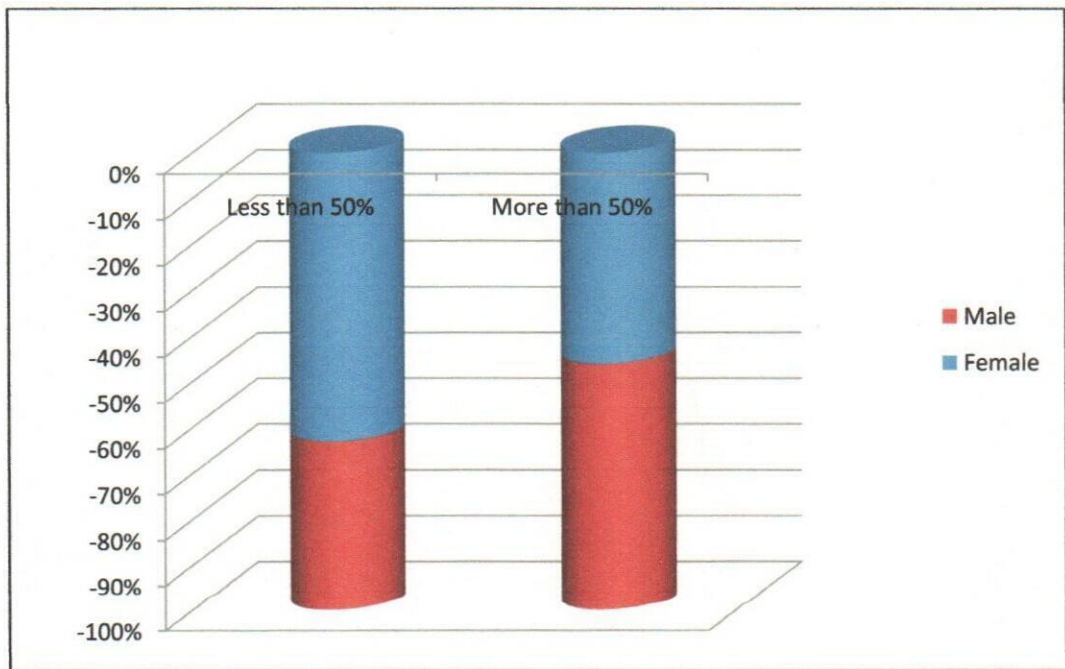
Teacher (gender)	Yes	No
Female	02(14.3%)	12(85.7%)
Male	----	06(100%)

The above result shows the never misuse of this RTE act by Parents because they follow the rules of schools which were explained earlier. This finding also shows the misuse

of this act through some parents of those students according to the female teacher's responses. Sometimes parents want to take all the advantages providing through the school only, without following rules of premises.

**Q15. How much percent of awareness of the parents of disadvantaged group students?**

Teacher (gender)	Less than 50%	More than 50%
Female	04(28.6%)	10(71.4%)
Male	01(16.7%)	05(83.3%)

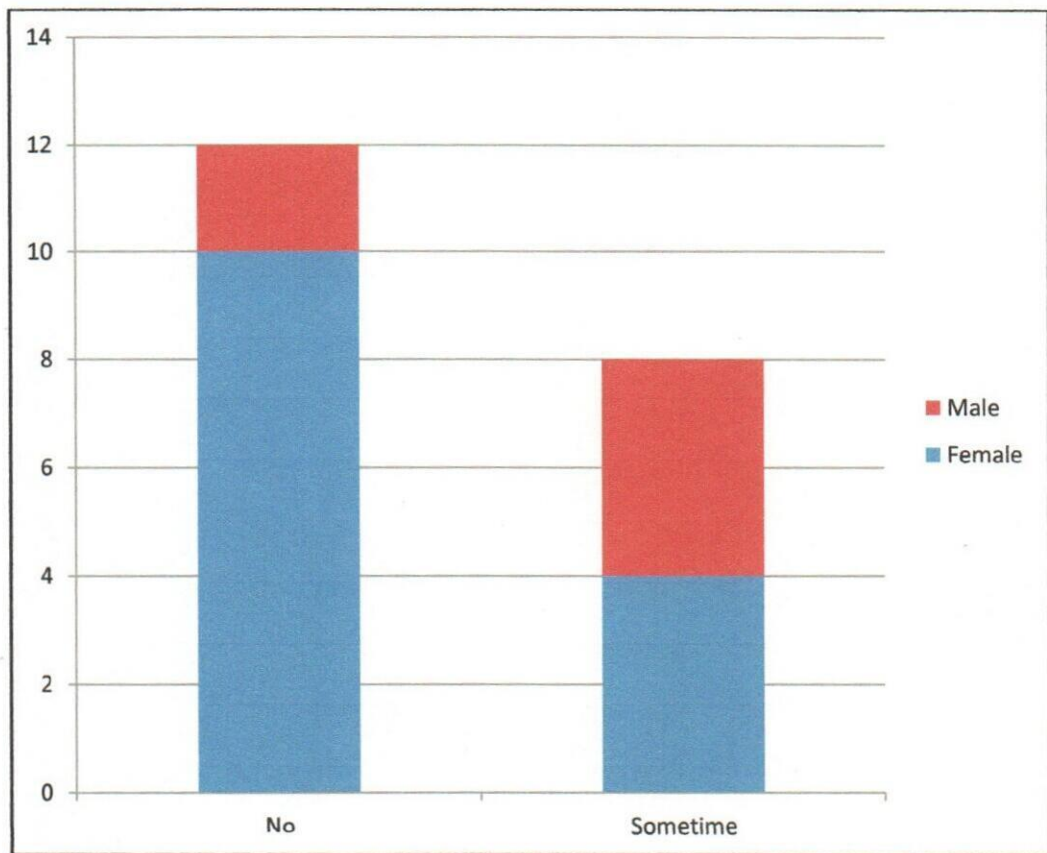


The percentage of awareness of parents of disadvantaged group students are more than 50% because school management having a responsibility to aware the parents regarding RTE Act during admission process. But still some parents don't know about the Act due to the incomplete information passed by the teachers mainly in rural areas.



**Q16. Have you found any difficulties to deal with the parents of disadvantaged group students?**

Teacher (gender)	No	Sometime
Female	10(71.4%)	04(28.6%)
Male	02(33.3%)	04(66.7%)



The difficulties are Maximum found in case of male teachers than the female teachers in the school. It shows the lacking of knowledge about RTE Act of the Parents. So, it causes difficulties to explain the conditions of the students. Some female teachers show maximum responses for positive behavior of parents. Therefore, they easily deal with the parents of disadvantaged group students. Because parent listen and understand the information given by teacher regarding their child with very respectfully.

**4.2.2 Objective-2: To study the challenges faced by disadvantaged group students under RTE act 2009 in the school.**

**Q1. Do you come under the RTE Act 2009 (as amended 2012)?**

Class of students	Yes	Not knowing about this act
7th	09(81.9%)	02(18.1%)
8th	19(100%)	-----

The finding shows the 100% awareness about RTE Act of 8<sup>th</sup> standard students and most of the students of 7<sup>th</sup> standard but few percentages show the not knowing about this act. It shows the lacking of awareness in rural area's students.

**Q2. What is this Act about?**

Class of students	Right to Education	Right for Education
7th	10(91%)	01(9.0%)
8th	17(89.5%)	02(10.5%)

The above table shows the highest percentage of knowledge about RTE act through both the classes' students. Only few students not knowing properly due to the lack of knowledge and parent's education, especially, schools in the rural area of Bhopal.

**Q3. How much fees are being paid by your parents in the school?**

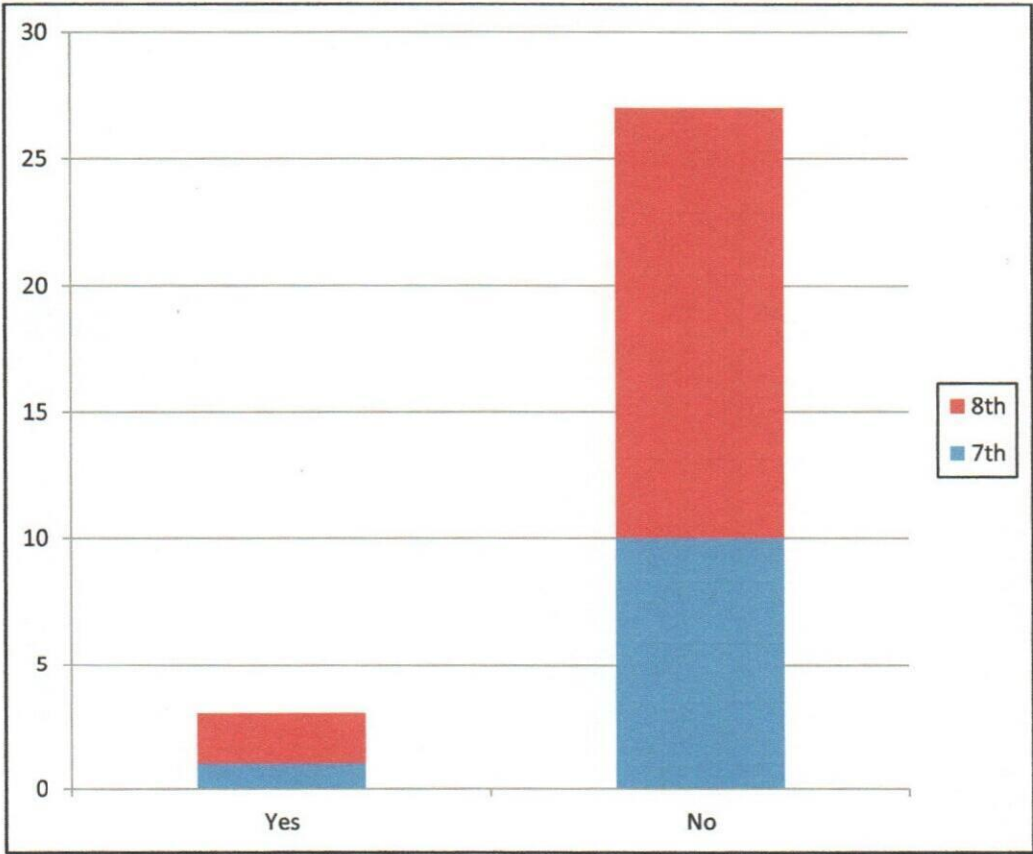
Class of students	Free Education	Half fees
7th	11(100%)	-----
8th	19(100%)	-----

This study shows the student's awareness regarding school fees for their Education under this act through their parents. At the time of this study, some investigations are

found some extra facilities like uniform, school course, or some other activities charges collected by the students except the school fees in the private schools.

**Q4. Have you found any difference between you and other students in your classroom?**

Class of students	Yes	No
7th	01(9.0%)	10(91%)
8th	02(10.5%)	17(89.4%)



This study shows the no differentiation found between the students' maximum ratio in 7<sup>th</sup> standard and not maximum in 8<sup>th</sup> standard students. It may be due to the rebellion nature of the teen ager. Therefore, found differentiations among the students but this study does not show any type of discrimination between the disadvantaged group students and others in the classroom.

**Q5. What type of problem did you face in your classroom?**

Class of students	No one sharing notes	Only few share their notes
7 <sup>th</sup>	03 (27.2%)	08(73%)
8 <sup>th</sup>	05(26.3%)	14(74%)

This study represents only few students share their notes with the students under RTE Act. It may happen due to their adolescence stage in which gang age or making peer group and this result of isolated nature and sharing the things in the selected group. This study is not showing any differentiation between the students about their category or class.

**Q6. Does everyone share their lunch with you?**

Class of students	Yes	only few share their lunch
7 <sup>th</sup>	05 (45.4%)	06(54.5%)
8 <sup>th</sup>	12(63.1%)	07(37%)

The above responses show the sharing nature of the students between their peer groups only but some responses give the sharing lunch with everyone also. It means everyone share their lunch with disadvantages group students in the class. There is flexible and comfortable environment for those students whose come under the RTE act. There is no any type of situation which shows the differentiation between them.

**Q7. Does your teacher encourage you for taking the part of every classroom activity?**

Class of students	Yes	Sometime
7 <sup>th</sup>	09 (82%)	02(18%)
8 <sup>th</sup>	14(73.6%)	05(26.3%)

The above responses show the highest value of teacher encouragement for classroom activities of the students come under RTE act while few responses show this teacher's attitude for sometimes only. This finding having some differentiation attitude of teachers in the classroom whether the schools located in urban or rural areas of Bhopal. Motivation, encouragement, and reinforcement are the most important factors for the student's development through the teacher because lacking of these factors caused the severe problem like dropout of the child from the school, decreases in the school activities, demotivation in the child and decrease their capabilities, etc.

**Q8. Does your teacher appreciate you?**

Class of students	Yes	No
7th	09 (82%)	02(18.1%)
8th	15(79%)	04 (21.0%)

The above table shows the maximum responses of positive nature of teacher appreciation towards the students come under the RTE Act. Because this is most important in learning process and developed the capacities to do the work actively and enthusiastically. It affects the student's attendance also because students of weaker section need appreciation in the class so they fill comfortable in the school and for the motivation they enhance their qualities for their education without any hesitation.

**Q9. Is there any difference between the behaviors of teachers?**

Class of students	Yes	No
7th	01 (9.0%)	10(91%)
8th	05(26.3%)	14 (73.6%)

The finding gives the positive responses in large number; it shows no difference between the teacher's behavior for their students come under this Act. Only few responses are for negative responses where teacher shows differences between the

students come under this act. This causes the demotivation, depression or sadness, uncomfortable environment, lack of attendance and dropout cases of those students.

**Q10. Do you get the good marks in your class?**

Class of students	Yes	Average
7th	09 (82%)	02(18.1%)
8th	14(73.6%)	05(26.3%)

The above table shows the good progress of students of weaker section and only some do not get the good marks. This study does not show any differentiation in the evaluation process because highest responses for obtaining good marks. It shows the effective teaching inside the classroom through the teacher. The reason for low marks obtained due to lack of sincerity and resources also.

**Q11. What do you like or interesting activities do in the classroom?**

Class of students	Art and Craft work	Group discussion and craft work
7th	08 (73%)	03(27.2%)
8th	06(31.5%)	13(68.4%)

The above table shows the highest responses of art and craft work through 7<sup>th</sup> std students and group discussion and craft work also done by 8<sup>th</sup> std. these activities show the students interest in all the activities without any hesitation as well as any discrimination. Even this study shows the group activity also where the all students equally participate for classroom activity with the students comes under the RTE act also.

**Q12. Do you like your school infrastructure?**

<b>Class of students</b>	<b>Yes</b>	<b>Much required modification</b>
7th	09 (82%)	02(18.1%)
8th	13(68.4%)	06(31.5%)

This study shows the students of disadvantages group have all the facilities in school infrastructure and maximum responses for it. Instead of this, some schools much required modification in their infrastructure like schools situated in rural area lacking of facilities such as playground, toilets, drinking water etc. It causes the shifting of students come under RTE act from one school to another and this effect the education of these students.

**Q13. Tell about your Principal's nature-**

<b>Class of students</b>	<b>Cooperative and friendly nature</b>	<b>Taking action very fast</b>
7th	06(54.5%)	05 (45.4%)
8th	12(63.1%)	07(37%)

This finding indicates the cooperative and friendly nature of Principal of their school. It shows the helpful nature and flexible environment for the students come under the RTE act through the principal of the school. So, these students feel comfortable in school premises without any pressured or tortured. Some responses for taking action very fast for school system or student's problems. It may helpful for solving the problems of weaker section students.

**Q14. Do you miss your school in this pandemic time?**

<b>Class of students</b>	<b>Yes</b>	<b>No because I like online classes</b>
7th	11(100%)	-----
8th	10(52.6%)	09(47.4%)

The above table shows the 100% responses of missing school through 7<sup>th</sup> std. due to the lack of electronic gazettes like mobile phone or others or in some cases parents has single mobile phone and parent keep that mobile with them and get outside for the whole day for daily wages. This reason caused the breakage in the online classes therefore students missed the school. But in some cases, students under privilege like online classes also because that was too interactive and effective also.

**Q15. How are your online classes?**

Class of students	Good	Average
7th	07 (63.6%)	04(36.3%)
8th	12 (63.1%)	07(37%)

This study shows the maximum responses are good for online classes but some are average. Because some students of weaker section faced problems of lack of electronic gazettes, skip the online classes due to their domestic work at home. These all are reason for dropout the child from the school which comes under this act.

**4.2.3 Objective-3: To find the issues and challenges faced by the parents to follow the RTE act 2009**

**Q1. Do you know about the RTE act 2009?**

Respondent of different schools	Yes	No
A	11	----
B	07	----
C	09	----
D	07	01

This study shows that every parent aware about the RTE act 2009.



**Q2. How to know about this act?**

Respondent of different schools	Through school	Through Neighbour	Through Relative
A	09	----	02
B	04	02	01
C	06	02	01
D	03	02	03

This finding denotes the maximum parents get the information through school about RTE act 2009.

**Q3. Do you think that the school and the teachers will be able to treat the RTE students exactly as other students even if you intend to?**

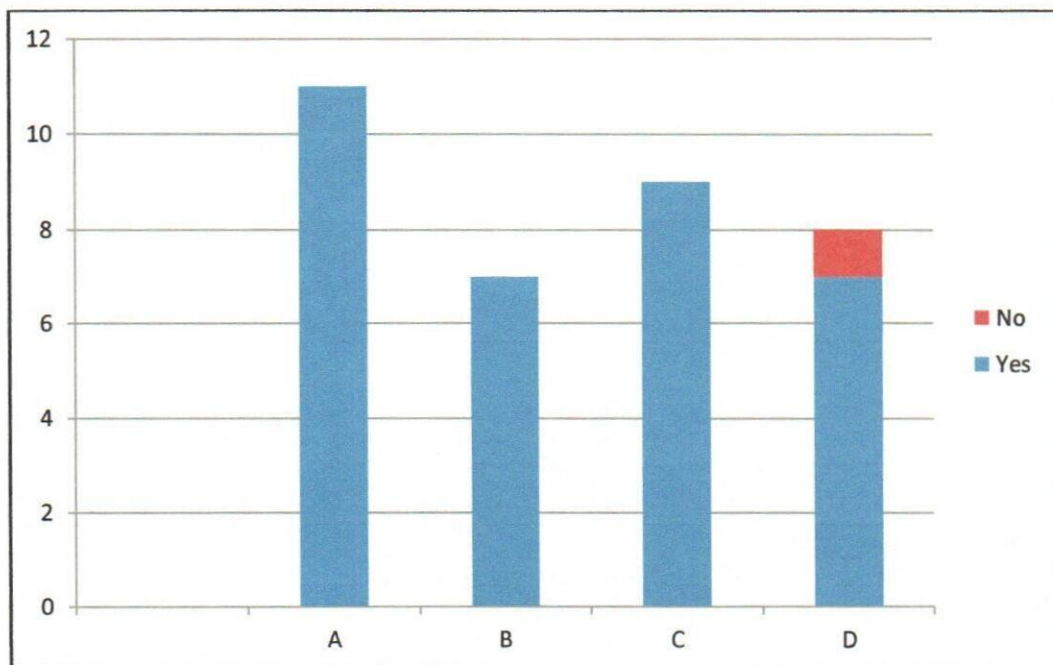
Respondent of different schools	Yes	No
A	11	----
B	07	----
C	07	02
D	05	03

This study shows the positive response and it shows the equal behavior of teachers for all students.

**Q4. Do you feel that the current method of RTE seat allotment is justified?**

Respondent of different schools	Yes	No
A	11	----
B	07	----

C	09	----
D	07	01



This study shows the positive response where every parent agreed for teacher's fulfilling their responsibilities.

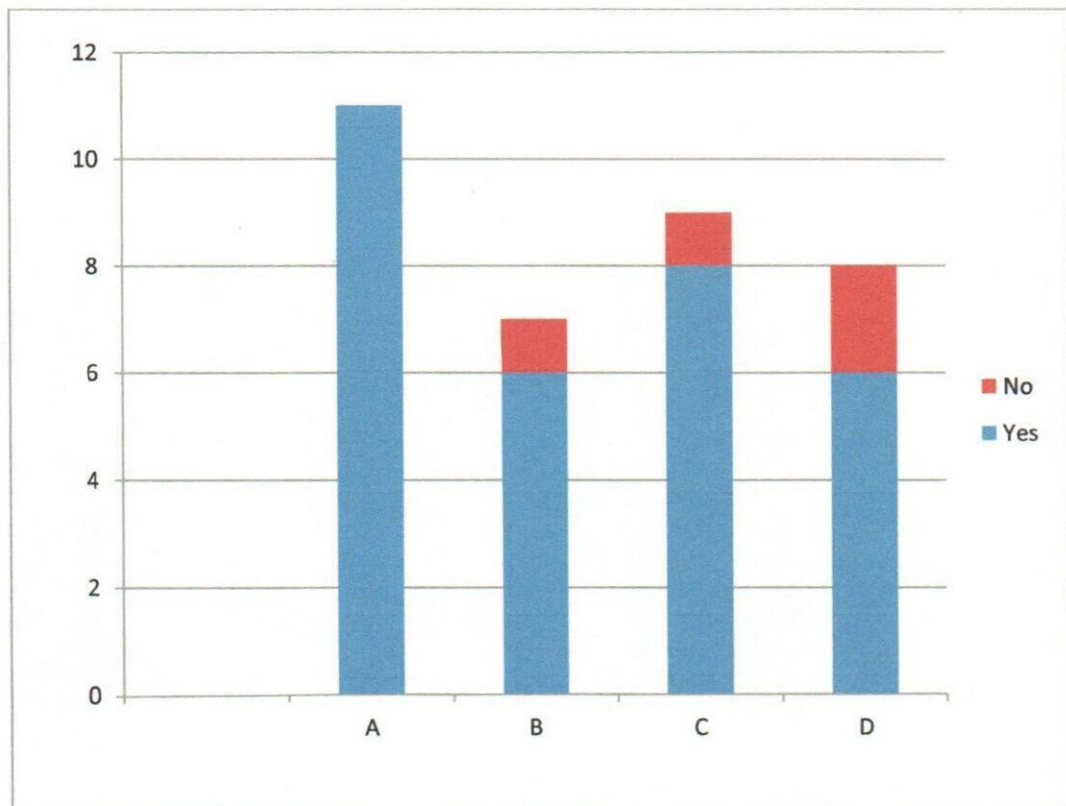
**Q5. Did the school treat you well and explained everything when you approach for admission?**

Respondent from different schools	Yes	No
A	11	----
B	07	----
C	09	----
D	05	03

This finding shows that everything explained by the teacher regarding this act.

**Q6. Do you think that the school and teachers are treating your child equally as others? Explain**

Respondent from different schools	Yes	No
A	11	----
B	06	01
C	08	01
D	06	02

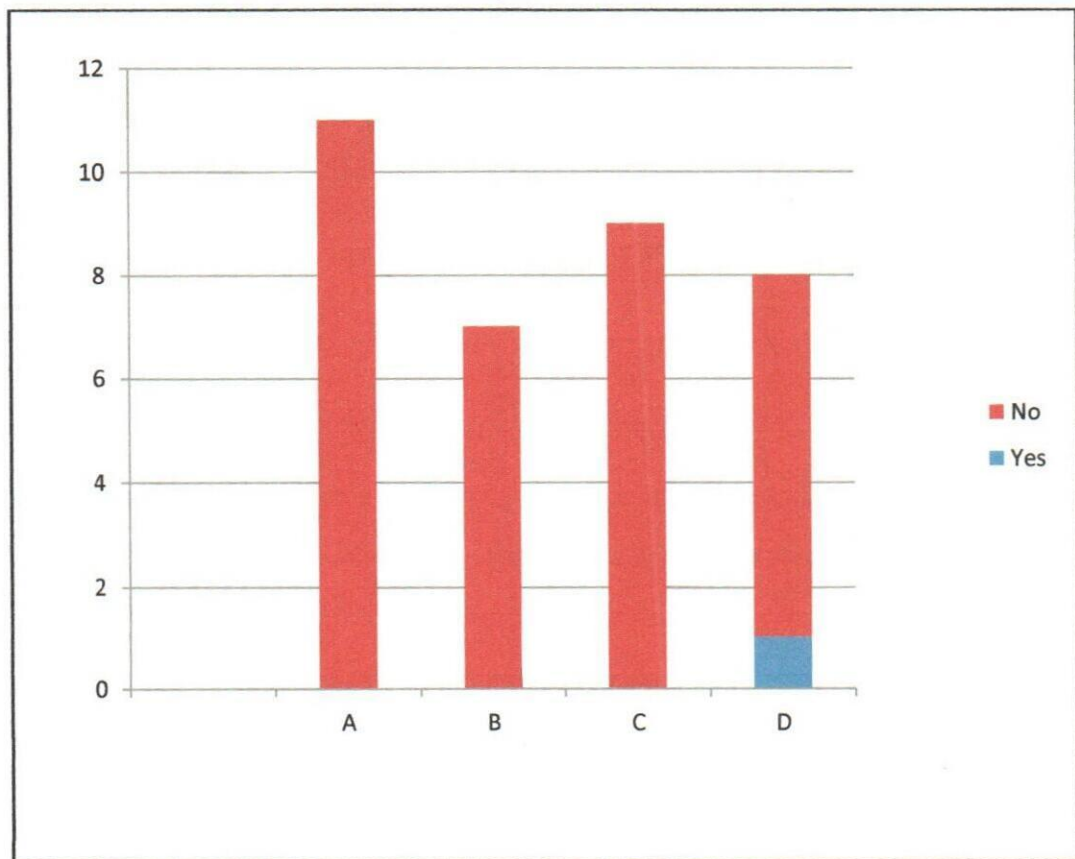


This study found the maximum responses for equally treated child.

**Q7. Do you find any discrimination in the school on the bases of caste and religion?**

**Explain**

<b>Respondent from different schools</b>	<b>Yes</b>	<b>No</b>
A	----	11
B	----	07
C	----	09
D	01	07



This study shows the parent's statements show no discrimination between the students in the school.

D	06	03
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The above responses show the maximum parents comfortable in school's PTM.

**Q11. Is your child getting good marks and progressing well academically?**

Respondent from different schools	Yes	No
A	11	----
B	07	----
C	08	01
D	07	01

This study shows that every parent satisfies their child progress.

**Q12. Have you observed any depression or sadness in your child?**

Respondent from different schools	Yes	No
A	----	11
B	01	08
C	02	07
D	01	07

This study found the more number of positive responses.

**Q13. How many hours your child give for study at home?**

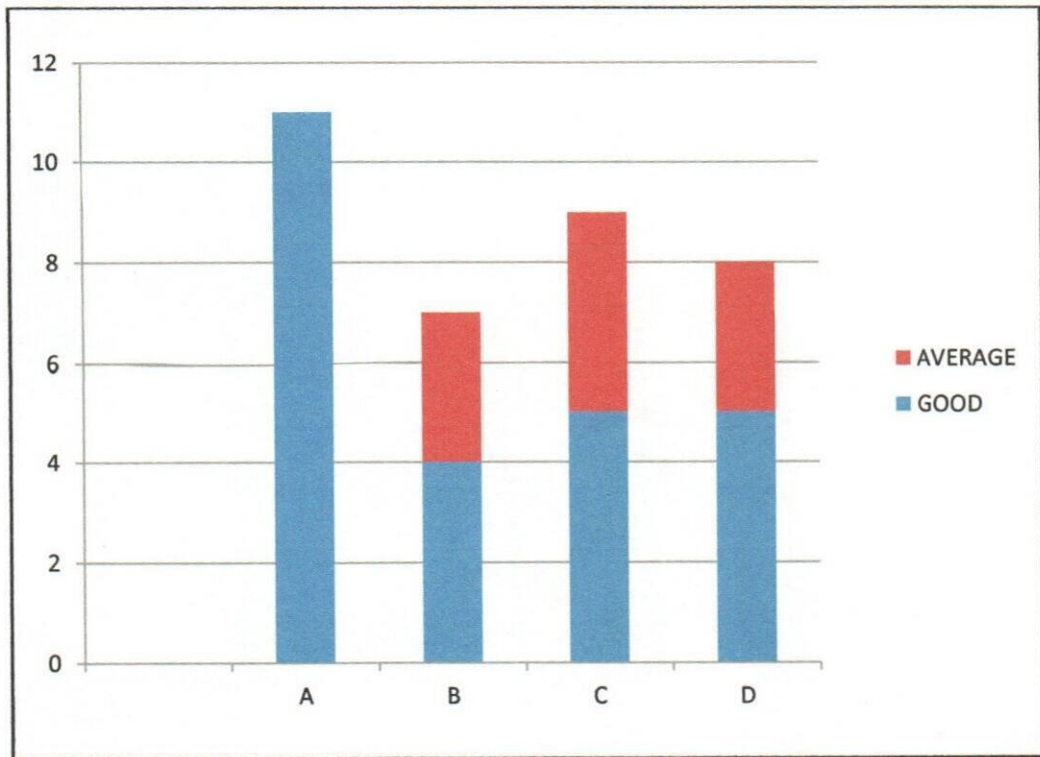
Respondent of different schools	1.5 Hrs.	2 Hrs.	More than 2 Hrs.
A	01	08	02

B	02	03	02
C	----	06	03
D	02	06	----

The above table shows the 2 hrs. sufficient for study at home.

**Q14. How is the teacher's behavior with you?**

Respondent from different schools	GOOD	AVERAGE
A	11	----
B	04	03
C	05	04
D	05	03



This study shows the good behavior of teachers but some responses for average also.

**Q15. How much fees you pay for your child's Education?**

<b>Respondent from different schools</b>	<b>Half fees</b>	<b>Free Education</b>
A	----	11
B	----	07
C	----	09
D	----	08

This finding shows the free Education given by school according to RTE act.