

CHAPTER-V

SUMMARY, EDUCATIONAL

IMPLICATIONS AND SUGGESTIONS FOR

FURTHER STUDY

5.1 Introduction

This chapter presents a brief summary and findings of the study. This is followed by the educational implications used on the findings of the Study; suggestions for further *research on related topic* have also been outlined.

The present study deals with the awareness level of teacher about Right to Education act. 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. This finding shows the teacher's knowledge about the seat allotment under RTE Act 2009 for private schools. It's shown the students come under the RTE Act and they can easily get the admission through the help of the teachers. The participation ratio of disadvantages group students in the class activity, this 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 treated equally. The school attendance of disadvantages 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. The child centered class is the objective of 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.

Every teacher put the extra efforts and more attention for weak or slow learners. So, it helps specially for disadvantages 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 disadvantages group, economically weaker section, or disabled group. The disadvantages 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. The responses of parents of disadvantages group students in the school's PTM are average because some parents overpowered on the teachers due to

the lacking of education. They don't know about the rules for the educational policies so, their responses in the PTM of school not good according to some teachers.

There is no differentiation between the disadvantages group students and other students in the school. All are treated equally. This study shows the maximum responses for good online classes but some responses for average online classes. 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 reasons for dropout the child from the school which comes under this act. Every teacher put the extra efforts and more attention for weak or slow learners. So, it helps specially for disadvantages 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 disadvantages group, economically weaker section, or disabled group. The disadvantages group students are attentive and sincere towards the education due to the provision of act.

This study shows the student's awareness regarding school fees for their Education under this act through their parents. 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. The responses show the sharing nature of the students between their peer group only but some responses give the sharing lunch with everyone also. The 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. The study shows the maximum responses of positive nature of teacher appreciation towards the students come under the RTE Act.

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get the good marks. The reason for low marks obtained due to lack of sincerity and resources also. The study shows that every parent aware about the RTE act 2009. This finding is denoting the maximum parents get the information through school about RTE act 2009. This study shows the positive response and it shows the equal behavior of teachers to all students. This study shows the positive response where every parent agreed for teacher's fulfilling their responsibilities. This finding shows everything explained by the teacher regarding this act. This study found the maximum responses for equally treated child. This study shows the parents statements that no discrimination between the student in the school. The statement through parents shows the need of tuition for the home work of their ward. The responses show the maximum parents comfortable in school's PTM. This study shows that every parent satisfies their child progress. This study shows the good behavior of teachers but some responses for average also.

5.2 Statement of problem

The study is entitled as "A STUDY OF ISSUES AND CHALLENGES RELATED TO DISADVANTAGED GROUP STUDENTS UNDER RTE ACT 2009 AT SCHOOL, TEACHERS AND PARENTS LEVEL".

5.3 Objective of the study

This study will be carried out in private schools of Bhopal, it will focus on the issues and challenges to disadvantages group students under RTE act 2009 in the school. As well as-

- To study the challenges faced by disadvantaged group students under RTE act 2009 at school, teachers and parent's level
- To find the issues and challenges faced by the teachers and parents to follow the RTE act 2009
- To check the awareness levels among teachers, parents, and school management concerning the provisions under RTE act 2009 for disadvantage group.

5.4 Educational Implications

- The study will be expanded to other parts of Bhopal to understand the challenges and benefits of the RTE Act in the whole state.
- There should be a centralized system of allotting children who fall under the RTE's 25% reservation policy in private schools. This will ensure equal opportunity and the corruption involved will be curbed.
- The study will help to identify the problem of the teachers and school to follow the RTE act 2009.

5.5 Suggestion for Further Study

- In depth study can be taken up the data of primary and upper primary level for identification of problems at the different level.
- For further study, compare the issues and challenges of disadvantages group students of Government and private schools.
- A survey can be taken up gender bases of students come under the RTE act and identify their difficulties in the school.
- Experimental study can be taken up of maximum numbers of school and their infrastructure also.

5.6 Conclusion

The primary goal of this study was to contribute our understanding or observation of the issues and challenges faced by the teachers, disadvantaged group students and their parents to follow the Right to Education Act 2009. In this study, the researcher was found that no issues and challenges faced by the teachers, students of RTE act mainly in urban area. But in this study, some issues and challenges were faced by the students of disadvantaged group and their parents in the rural areas. Some teachers faced the problem due to the lack of literacy of parents of disadvantaged group students in the PTM of school. In rural area, students under RTE Act faced the problem in learning; therefore, they required tuition or extra efforts of teachers due to the lack of resources as well as not well-trained teachers available in that area. But there was no discrimination between the students in the classroom. Only the changes in the behavior between the students because of their adolescence stage of growth. Even every parent

was satisfied with the behavior of teachers and their way to give the information and suggestion for their child's progress. In this study, the researcher was also found the difference in the responses between the male and female teachers for disadvantaged group students. The percentages of some activities of disadvantaged group students were different in the case of male and female teachers.