

## **Student's Perception towards Subject Teachers: A Contributing Factors for School Attendance**

**Daxesh S. Chauhan<sup>1</sup> & Dr. S.D.Mishra<sup>2</sup>**

<sup>1</sup>Research Scholar, Department of Social Work, S.P.University, Vallabh Vidyanagar, India.

<sup>2</sup>Head, Department of Social Work, S.P.University, Vallabh Vidyanagar, India.

---

**Type of Review:** Peer Reviewed.

DOI: <http://dx.doi.org/10.21013/jems.v7.n2.p9>

### **How to cite this paper:**

**Chauhan, D., & Mishra, S.** (2017). Student's Perception towards Subject Teachers: A Contributing Factors for School Attendance. *IRA International Journal of Education and Multidisciplinary Studies* (ISSN 2455-2526), 7(2), 117-129. doi:<http://dx.doi.org/10.21013/jems.v7.n2.p9>

---

© Author.



This work is licensed under a [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) subject to proper citation to the publication source of the work.

**Disclaimer:** The scholarly papers as reviewed and published by the Institute of Research Advances (IRA) are the views and opinions of their respective authors and are not the views or opinions of the IRA. The IRA disclaims of any harm or loss caused due to the published content to any party.

---

## ABSTRACT

*This paper based on study of SMCs' awareness about Right to Education Act 2009. As per 86<sup>th</sup> amendment of the Indian constitution Right to Education Act 2009 is considered inseparable parts of children's right. In RTE act there are special provisions for appointment of qualified subject's teachers, and about pupils' teachers' ratio of Primary school. For germination of small plants require sufficient air, water, sunlight & adequate fertilizer without its plant can't germinate. In same way children also want to germinate and developed themselves so that they can admitted in primary school. Appointment of various subject teacher play a role of fertilizer in germination and development of children. In this study data were collected by means of a questionnaire on SMCs' members of various primary schools of Anand district and analysed through SPSS using exploratory cum descriptive statistics. Present study found that participants (SMCs') were neither satisfied nor unsatisfied with appointment of subject teachers and their teaching methods. Chi-square test and karl-pearson correlation helped to find out the relation between the variables. During statistics analysis researcher found very significant relationship between appointment of subject teachers, teachers completed curriculum within specific period, teachers' motivation and child feel happy to go to schools.*

**Key words:** Pupil Teacher Ratio, School Management Committee, Comprehensive Continuous Evaluation, National Commission for Protection of Child Rights, and State Commission for Protection of Child Rights

## INTRODUCTION

The Right to Education Act considered as one of the strong pillar for Primary Education System in India. RTE Act consist various provision like responsibility of schools and teachers, curriculum and completion of elementary education and protection of children's rights. RTE viewed from the perspective of the entitlements of the child and the institutional arrangements made to ensure that these entitlements are met.

### Child Entitlements

Child entitlements can be divided into three main groups: Access related, school facilities and teachers related, and learning process related.

**Access :** Every child between 6 and 14 years of age has a right for admission to a neighbourhood school including a private unaided school subject to the limit of 25 per cent seats at the entry level for which the state would be compensating the school. The child would also receive free midday meal, textbooks and notebooks, and if necessary uniforms and transportation costs. Out of school children who have crossed the entry age have a right to special training to be able to admit in age-appropriate grade and be at par with others.

**School facility and teacher related:** Each primary / upper primary school must have an all weather-proof building complete with a boundary wall, separate toilets for boys and girls, facility for clean drinking water, library, and a student classroom ratio not exceeding 1:30 or 35. Each school also must maintain the teacher pupil ratio of 1:30 for primary and 1:35 for upper primary grades. All teachers teaching primary grades must have at least twelve years of general education followed by a diploma in education, and those teaching upper primary grades a graduate degree followed by a degree in education. The RTE also defines the daily working hours and the annual number of days for which the school should function. These norms are applicable to all schools, including private ones.

**Learning environment and process related:** Every child has a right to an environment free from discrimination, harassment, fear, trauma and anxiety. The RTE bans corporal punishment. The Act promises the use of mother tongue as medium of instruction to the extent possible. In order to ensure all round development of a child, the Act makes the use of No detention policy and Comprehensive Continuous Evaluation (CCE) compulsory.

**Institutional Arrangements:**

One School Management Committee (SMC) constituted largely of parents and representation from panchayat, school and other local institutions, has been made mandatory for every school and been given the responsibility of planning as well as monitoring at that level. State governments are

supposed to the local authorities at various levels. National Commission for Protection of Child Rights (NCPCR) and State Commission for Protection of Child Rights (SCPCR) are responsible for acting on violations while National and State Advisory Councils are responsible for ensuring the adequate measures for compliance.

Maintaining Pupil-Teacher Ratio in each school

Sanctioned strength of teachers in a school established, owned or control by the State Government or local authority shall be notified by the State Government or the local authority, as the case may be, within a period of three months of the commencement of the academic year. Provided that the State Government or the local authority, as the case may be, shall, within three months of such Notification, redeploy teachers of schools having strength in excess of the sanctioned strength prior to the Notification referred to in sub-Rule (1). (2) If any official of the State Government or the local authority violates the provisions of subsection (2) of section 24, he or she shall be personally liable for disciplinary action.(1)

**Objective of the study**

- To know number of teachers in primary school
- To study about availability of subject teachers in primary school
- To study students perception towards attending school
- To study about important of motivation in primary education

**METHODOLOGY ADOPTED FOR THE PRESENT STUDY**

**Hypothesis of the study**

- ❖ There is significant association between appointment of subject teacher & children happiness for attending school.
- ❖ There is significant association between children happiness for attending schools & teacher completed curriculum.

**Sample and sampling frame:** The samples of the study consist of SMCs’ members and using “Simple Random Sampling Method” by using lottery method for the collection of the data.

**Tools of data collection:** Primary data was collected by researcher through Questionnaire. Secondary data was obtained from news papers, research articles, Reports of GCERT or NCERT, annual reports of MHRD and Educational journals etc.

**RESULT AND DISCUSSION**

Majority of the respondents that is 84.1Percent (n=90) falls under yes category means school have maths science teacher, 12.1 Percent (n=13) falls under no category means school have not maths science teacher and 3.7 Percent (n=4) falls under don’t know category means respondents don’t know anything about maths science teacher. ( **Table 1.1**)

**Table – 1.1 Showing that respondent’s awareness about availability of Maths-Science Teacher in school**

<b>Maths-Science Teacher</b>	<b>Frequency</b>	<b>Percent (%)</b>
Yes	90	84.1
No	13	12.1
Don't Know	04	03.7
<b>Total</b>	<b>107</b>	<b>100.0</b>

There is significant association (p=.000) between availabilities of Maths-Science Teacher and Child feel happy to go to school. Means those school who have availabilities of maths science teacher, children of their school feel happy to go to school but those school who have not availabilities of maths science teacher, children of their school never feel happy to go to school. It can be seen from the finding there is positive correlation (.224, p=.020) between availability of Maths-Science Teacher and Child feel happy to go to school. Hence it can be interpreted that if children feel happiness to go

school depends on availability of Maths science teacher in school. Thus it can be say that children feeling happiness to go school would be increase or decrease may also depend on the availability of maths science teacher in school.(Table 1.2)

**Table – 1.2 Showing Cross Tabulation between Table Showing Cross Tabulation between Maths-Science Teacher & Child feel happy to go to school**

		Child feel happy to go to school			Total
		Yes	No		
Maths- Science Teacher	Yes	Frequency	84	6	90
		Percentage	93.3%	6.7%	100.0%
		Percentage	78.5%	5.6%	84.1%
	No	Frequency	7	6	13
		Percentage	53.8%	46.2%	100.0%
		Percentage	6.5%	5.6%	12.1%
	Don't Know	Frequency	4	0	4
		Percentage	100.0%	.0%	100.0%
		Percentage	3.7%	.0%	3.7%
Total		Frequency	95	12	107
		Percentage	88.8%	11.2%	100.0%
		Percentage	88.8%	11.2%	100.0%

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.313 <sup>a</sup>	2	.000
Likelihood Ratio	13.079	2	.001
Linear-by-Linear Association	5.313	1	.021
N of Valid Cases	107		
a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .45.			

Majority of the respondents that is 75.7 Percent (n=81) falls under yes category means school have English teacher and 18.7 Percent (n=20) falls under no category means school have not English teacher and 5.6 Percent (n=6) falls under don't know category means respondents don't know anything about availability of English teacher in school. (Table 1.3)

**Table – 1.3 Showing that respondent's awareness about availability English Teacher in school**

English Teacher	Frequency	Percent (%)
Yes	81	75.7
No	20	18.7
Don't Know	06	05.6
<b>Total</b>	<b>107</b>	<b>100.0</b>

There is significant association between availability of English Teacher and Child feel happy to go to school. Means those schools that have availability of English teacher, children of their school feel happy to go to school but those schools who have not availabilities of English teacher, children of their school never feel happy to go to school. It can be seen from the finding there is positive correlation (.283,  $p=.003$ ) between availability of English Teacher and Child feel happy to go to school. Hence it can be interpreted that if children feel happiness to go school depends on availability of English Teacher in school. Thus it can be say that children feeling happiness to go school would be increase or decrease may also depend on the availability of English Teacher in school. (Table 1.4)

**Table – 1.4 Showing Cross Tabulation between availability of English Teacher and Child feel happy to go to school**

		Child feel happy to go to school			
			Yes	No	Total
English Teacher	Yes	Frequency	74	7	81
		Percentage	91.4%	8.6%	100.0%
		Percentage	69.2%	6.5%	75.7%
	No	Frequency	19	1	20
		Percentage	95.0%	5.0%	100.0%
		Percentage	17.8%	.9%	18.7%
	Don't Know	Frequency	2	4	6
		Percentage	33.3%	66.7%	100.0%
		Percentage	1.9%	3.7%	5.6%
Total		Frequency	95	12	107
		Percentage	88.8%	11.2%	100.0%
		Percentage	88.8%	11.2%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.843 <sup>a</sup>	2	.000
Likelihood Ratio	11.876	2	.003
Linear-by-Linear Association	8.461	1	.004
N of Valid Cases	107		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .67.			

Majority of the respondents that is 72 Percent (n=77) falls under yes category means school have social science teacher, 24.3 Percent (n=26) falls under no category means school have not availability of social science teacher and 3.7 Percent (n=4) falls under don't know category means respondents don't know anything about social science teacher. (Table 1.5)

**Table – 1.5 Showing that respondents’ awareness availability of Social Science Teacher in school**

Social Science	Frequency	Percent (%)
Yes	77	72.0
No	26	24.3
Don't Know	04	03.7
<b>Total</b>	<b>107</b>	<b>100.0</b>

There is significant association ( $p=.072$ ) between availabilities of social science Teacher and Child feel happy to go to school. Means those schools that have availabilities of social science teacher, children of their school feel happy to go to school but those schools who have not availabilities of social science teacher, children of their school never feel happy to go to school. It can be seen from the finding there is negative correlation ( $-.209$ ,  $p=.031$ ) between availability of Social Science Teacher and Child feel happy to go to school. Hence it can be interpreted that if children feel happiness to go school depends on availability of Social Science Teacher in school. Thus it can be say that children feeling happiness to go school would be increase or decrease may also depend on the availability of Social Science Teacher in school. (Table 1.6)

**Table – 1.6 Showing that Correlation between availability of Social Science Teacher and Child feel happy to go to school**

		Child feel happy to go to school			
			Yes	No	Total
Social Science Teacher	Yes	Frequency	65	12	77
		Percentage	84.4%	15.6%	100.0%
		Percentage	60.7%	11.2%	72.0%
	No	Frequency	26	0	26
		Percentage	100.0%	.0%	100.0%
		Percentage	24.3%	.0%	24.3%
	Don't Know	Frequency	4	0	4
		Percentage	100.0%	.0%	100.0%
		Percentage	3.7%	.0%	3.7%
Total		Frequency	95	12	107
		Percentage	88.8%	11.2%	100.0%
		Percentage	88.8%	11.2%	100.0%

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.266 <sup>a</sup>	2	.072
Likelihood Ratio	8.473	2	.014
Linear-by-Linear Association	4.637	1	.031
N of Valid Cases	107		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .45.

Majority of the respondents that is 70.1Percent (n=75) falls under yes category means school have computer teacher and 24.3 Percent (n=26) falls under no category means school have not computer teacher and 5.6 Percent (%) (n=6) falls under don't know category means respondents' don't know anything about school computer teacher. (Table 1.7)

**Table – 1.7 Showing that respondents' awareness about availability of Computer Teacher in school**

Computer Teacher	Frequency	Percent (%)
Yes	75	70.1
No	26	24.3
Don't Know	06	05.6
<b>Total</b>	<b>107</b>	<b>100.0</b>

There is significant association ( $p=.215$ ) between availabilities of computer Teacher and Child feel happy to go to school. Means those schools who have availabilities of computer Teacher, children of their school feel happy to go to school but those schools who have not availabilities of computer Teacher, children of their school never feel happy to go to school. It can be seen from the finding there is negative correlation ( $-.165$ ,  $p=.089$ ) between availability of Computer Teacher and Children feel happy to go to school. Hence it can be interpreted that if children feel happiness to go school depends on availability of Computer Teacher in school. Thus it can be say that children feeling happiness to go school would be increased or decreased may also depend on the availability of Computer Teacher in school. (Table 1.8)

**Table – 1.8 Showing that Correlation between availability of Computer Teacher and Child feel happy to go to school**

		Child feel happy to go to school			
		Yes	No	Total	
Computer Teacher	Yes	Frequency	64	11	75
		Percentage	85.3%	14.7%	100.0%
		Percentage	59.8%	10.3%	70.1%
	No	Frequency	25	1	26
		Percentage	96.2%	3.8%	100.0%
		Percentage	23.4%	.9%	24.3%
	Don't Know	Frequency	6	0	6
		Percentage r	100.0%	.0%	100.0%
		Percentage	5.6%	.0%	5.6%
Total		Frequency	95	12	107
		Percentage	88.8%	11.2%	100.0%
		Percentage	88.8%	11.2%	100.0%

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.073 <sup>a</sup>	2	.215
Likelihood Ratio	4.101	2	.129
Linear-by-Linear Association	2.899	1	.089
N of Valid Cases	107		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .67.

There is significant association ( $p=.000$ ) between Teachers completed curriculum within specific period and Child feel happy to go to school. Means those Teachers completed curriculum within specific period of time, children of their school feel happy to go to school but those Teachers never completed curriculum within specific period of time children of their school never feel happy to go to school. It can be seen from the finding there is positive correlation (430,  $p=.000$ ) between Teachers completed curriculum within specific period and Children feel happy to go to school. Hence it can be interpreted that if children feel happiness to go school depends on Teachers completed curriculum within specific period in school. Thus it can be say that children feeling happiness to go school would be increase or decrease may also depend on Teachers completed curriculum within specific period in school. **(Table 1.9)**

**Table – 1.9 Showing Cross Tabulation between Teachers completed curriculum within specific period & Children feel happy to go to school**

		Child feel happy to go to school		Total	
		Yes	No		
Teachers completed curriculum within specific period	Yes	Frequency	82	4	86
		Percentage	95.3%	4.7%	100.0%
		Percentage	76.6%	3.7%	80.4%
	No	Frequency	5	2	7
		Percentage	71.4%	28.6%	100.0%
		Percentage	4.7%	1.9%	6.5%
	Don't know	Frequency	8	6	14
		Percentage	57.1%	42.9%	100.0%
		Percentage	7.5%	5.6%	13.1%
Total		Frequency	95	12	107
		Percentage	88.8%	11.2%	100.0%

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.916 <sup>a</sup>	2	.000
Likelihood Ratio	15.258	2	.000
Linear-by-Linear Association	19.589	1	.000
N of Valid Cases	107		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .79.



There is significant association ( $p=.048$ ) between Teachers completed curriculum within specific period and Prescribe syllabus of each class helpful for overall development of child. It can be seen from the finding there is positive correlation (.196,  $p=.043$ ) between Teachers completed curriculum within specific period and Prescribe syllabus of each class helpful for overall development of their children. Hence it can be interpreted that if children overall development through prescribe syllabus depends on Teachers completed curriculum within specific period in school. Thus it can be say that children overall development would be increase or decrease may also depend on Teachers completed curriculum within specific period in school. (Table 1.10)

**Table – 1.10 Showing Cross Tabulation between Teachers completed curriculum within specific period & Prescribe syllabus of each class helpful for overall development of children**

		Prescribe syllabus of each class helpful for overall development of child				
		Yes	No	Don't know	Total	
Teachers completed curriculum within specific period	Yes	Frequency	65	10	11	86
		Percentage	75.6%	11.6%	12.8%	100.0%
		Percentage	60.7%	9.3%	10.3%	80.4%
	No	Frequency	2	3	2	7
		Percentage	28.6%	42.9%	28.6%	100.0%
		Percentage	1.9%	2.8%	1.9%	6.5%
	Don't know	Frequency	8	2	4	14
		Percentage	57.1%	14.3%	28.6%	100.0%
		Percentage	7.5%	1.9%	3.7%	13.1%
Total		Frequency	75	15	17	107
		Percentage	70.1%	14.0%	15.9%	100.0%
		Percentage	70.1%	14.0%	15.9%	100.0%

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.576 <sup>a</sup>	4	.048
Likelihood Ratio	8.254	4	.083
Linear-by-Linear Association	4.087	1	.043
N of Valid Cases	107		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .98.

Majority of the respondents that is 36.4 Percent (n=39) respondents completely satisfied, 19.6 Percent (n=21) respondents mostly satisfied, 11.2 percent (n=12) respondents neither satisfied or dissatisfied, 11.2 percent (n=12) respondents completely satisfied, 10.3 Percent (n=11) respondents mostly satisfied, 6.5 Percent (n=7) respondents somewhat satisfied, 4.7 Percent (n=5) respondents somewhat dissatisfied with attention given by teacher to their children. (Table 1.11)

**Table – 1.11 Showing that respondent’s satisfaction level with attention given by Teachers to the Children**

Satisfaction	Frequency	Percent (%)
Completely dissatisfied	12	11.2
Mostly dissatisfied	11	10.3
Somewhat dissatisfied	05	04.7
Neither satisfied or dissatisfied	12	11.2
Somewhat satisfied	07	06.5
Mostly satisfied	21	19.6
Completely satisfied	39	36.4
<b>Total</b>	<b>107</b>	<b>100.0</b>

Majority of the respondents that is 88.8 Percent (%) (n = 95) respondents said that their children feel happy to go to school and 11.2 Percent (n = 12) respondents said that their children do not feel happy to go to school. (Table 1.12)

**Table – 1.12 Showing that respondent’s Children feel happy to go to school**

Happy	Frequency	Percent (%)
Yes	95	88.8
No	12	11.2
<b>Total</b>	<b>107</b>	<b>100.0</b>

Majority of the respondents that is 64.5 Percent (n=69) respondents said that head teacher and teachers motivate children to take admission in school and 35.5 Percent (n=38) respondents said that head teacher and teachers never motivate children to take admission in school. (Table 1.13)

**Table – 1.13 Showing that Head teacher and Teachers motivate Children to take admission in School**

Motivation	Frequency	Percent (%)
Yes	69	64.5
No	38	35.5
<b>Total</b>	<b>107</b>	<b>100.0</b>

There is significant association (p=.000) between Child feel happy to go to school and Head teacher and Teachers motivate Children to take admission in School. Those head teacher and teacher motivate their children, those children feel happy to go to school. But those head teacher and teacher never motivate their children, those children never feel happy to go to school. (Table 1.14)

**Table – 1.14 Showing Cross Tabulation between Children feel happy to go to school and Head teacher & Teachers motivate Children to take admission in School**

		Head teacher and Teachers motivate Children to take admission in School			
			Yes	No	Total
Children feel happy to go to school	Yes	Frequency	67	28	95
		Percentage	70.5%	29.5%	100.0%
		Percentage	62.6%	26.2%	88.8%
	No	Frequency	2	10	12
		Percentage	16.7%	83.3%	100.0%
		Percentage	1.9%	9.3%	11.2%
Total		Frequency	69	38	107
		Percentage	64.5%	35.5%	100.0%
		Percentage	64.5%	35.5%	100.0%

**Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.495 <sup>a</sup>	1	.000		
Continuity Correction	11.246	1	.001		
Likelihood Ratio	13.204	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.369	1	.000		
N of Valid Cases <sup>c</sup>	107				
a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.26.					
b. Computed only for a 2x2 table					

In the study of Setalentoa, he found that participants (students) were satisfied with the teaching effectiveness and management of classroom activities by the winter school science tutors. Winter school appears effective for enhancing students’ hands-on discovery learning of science concepts. Learning to comprehend in science classroom requires well designed hands on, as well as minds on, activities that challenge the learner’s existing conceptions leading them to reconstruct their personal theories. The learners seemed aware of their own preferred teaching and learning styles, classroom activities and beliefs, moving towards the achievement of reformed oriented constructivist approaches to learning physical sciences. Also, being more informed about the tutors’ teaching efficacy can assist the organizing team to improve or sustain educational standards by providing excellent tutors to learners, thus ensuring effective teaching and learning during winter school sessions. This may lead to overall improvement of tutors teaching efficacy, equality and improved results.(2)

In the study of Jyotsna Jha, Neha Ghatak, Shreekanth Mahendiran and Shubhashansha Bakshi. They found that the overall TPR is 26 in both Karnataka and Odisha if one takes the state average into account. But the situation changes if one looks at the disaggregated data (Table 5). Almost 22 per cent

of both primary and upper primary schools in Karnataka and 46 per cent of primary and 35 per cent of upper primary schools in Odisha respectively have TPRs above 1:30 and 1:35. Government are in much better position as compared to private schools in Karnataka, as only 8 per cent of primary and 14 per cent of upper primary schools have higher than 1:30 or 1:35 TPRs. The situation is much worse in Odisha where a large proportion of both government and private schools have TPRs higher than the RTE mandated norms. About 40 per cent of government schools fall under this category for both the stages and nearly 18 per cent of schools in the state are single teacher schools (DISE, 2009-10).(3)

In the study of Chandrappa found that several challenges faced universalizing elementary education in India such as financing the RTE Act, lack of basic infrastructure facilities, awareness and capacity development of SMCs' and human resources challenges means lack of trained teachers in primary school. He found that around one out of five primary school teachers do not have the required minimum qualification to ensure children's right to quality learning. Section 23(2) of the Act provides a time frame of five years to ensure that all the teachers in elementary schools are professionally trained. The Ministry of Human Resource Development has estimated that currently there are 0.67million untrained teachers in India. (4)

In the study of Ojha Seema Found in her study the teacher student ratio in these schools follows RTE norms. But with regard to the curriculum reform and improvement in evaluation there is little awareness. But with regard to the curriculum reform and improvement in evaluation there is little awareness. The investigator observed teachers still following the traditional pattern of making students read chapters and then write some questions from the textbook or the guidebook. With regard to the evaluation methods the investigator found out that schools were following CCE as they understood it.

*Perception of Parents:* All parents are aware of free elementary education in the government school. Majority parents shared that classrooms and schools are not cleaned regularly; classes are not regularly held. When further explored to find out the reasons for the irregular classes, they said irregularity of the teachers; some teachers come to the school on alternate days. Most of the parents are not satisfied with the teaching methods adopted in the schools. They feel effective teaching methods should be used like use of visual aids, regular class tests, continuous feedback to the parents, sufficient lab equipments, computer classes, regular classes, special coaching to the students, field visits, quizzes and vocational work for the students. Parents feel that teachers just teach and do not interact with the students, no homework is given to the students and teachers give less importance to the academic work. Most of the parents say that their children are not satisfied with the school. The reasons cited by them are, schools have no proper infrastructure, no electricity, no regular teaching, no co curricular activities etc. When asked whether principals and teachers motivate the non-enrolled children to take admission in the schools, most of the parents said no.

*Perception of Children:* The investigator observed that most of the children are not aware of the benefits of the RTE Act. It is important to note that majority students are dissatisfied with the cleanliness of the schools; boring teaching methods followed in the schools; attention given by the teachers to the children; regularity of classes. They also shared that principals and teachers do not motivate children in the schools. (5)

### **Concluding Remarks**

Education is the building of career and it based on three pillars. They are teacher, student and school. Students like to go to school if teachers and schools both are well equipping as per RTE Act 2009. In this study researcher found appointment of subject teacher play crucial role in motivation of student for going to school. On the basis of findings researcher has drawn several suggestions like as:

- There should be appointing proper qualified subject teacher as per RTE norms and regulation.
- Professional subject teacher should be recruiting to fill up the gap of (PTR) pupil teacher ratio at primary level.
- There should be arranging training programme, seminar and workshop for create and increasing awareness regarding effective teaching methods and techniques.
- There should be formulating monitoring committee which consist of teachers and external famous person who motivate students to go school and study further.

**REFERENCES**

- 1) The Right to Education Act 2009 The Gujarat Government Gazette [Online] "[http://gujarateducation.gov.in/education/Portal/News/159\\_1\\_MODEL%20RULES%2029.2.12.PDF](http://gujarateducation.gov.in/education/Portal/News/159_1_MODEL%20RULES%2029.2.12.PDF)" Accessed on 21<sup>st</sup> Jan.2017"  
Ministry of law and Justice (Legislative Department) : "The Right of Children to free and compulsory education Act 2009"Registered No. DL-(N)04/0007/2003-09 [Online] "<http://eoc.du.ac.in/RTE%20-%20notified.pdf>" Accessed on 15<sup>th</sup> Dec.2016  
"Report of Right to free and compulsory Education Act 2009" [online] "[https://en.wikipedia.org/wiki/Right\\_of\\_Children\\_to\\_Free\\_and\\_Compulsory\\_Education\\_Act](https://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act)" Accessed on 11<sup>th</sup> Dec.2016
  - 2) Setalentoa Wendy N. (2016) "Learners' perception of the teaching effectiveness of science Tutors during winter school sessions " *international journal of Education Sciences* ISSN 0975-1122Volume 15, Number 3 December,2016
  - 3) Jha Jyotsna, Ghatak Neha, Mahendiran Shreekanth and Bakshi Shubhashansa.(2013) "Implementing the Right to Education Act 2009: the Real Challenges (Based on a study on Financial and Governance Challenges in Karnataka and Odisha)"
  - 4) Chandrappa (2014) "Right To Education Act (Rte) - Elementary Education: Backbone Of The Education System" *International Journal Of Advancement In Education And Social Sciences* Vol.2, No.1, 16-20 [online] "<file:///C:/Documents%20and%20Settings/ALFA/My%20Documents/Downloads/283-808-1-SM.pdf>" Accessed on 11<sup>th</sup> Dec.2016
  - 5) Ojha Seema S.(2013) Studied about "Implementing Right to Education: Issues and Challenges" *Research Journal of Educational Sciences* ISSN 2321-0508 Vol. 1(2), 1-7, May (2013) [Online] "<http://www.baraka.consulting/uploads/Implementing%20Right%20to%20Education-Issues%20and%20challenges.pdf>" Accessed on 5<sup>th</sup> Dec.2016
- ❖ Singh Ajender (2015) "A Critical Study of School Management committees (SMCs) at elementary level in tribal areas of Himachal Pradesh" [Online] "<http://shodhganga.inflibnet.ac.in/bitstream/10603/35974/1/final%20synopsis.pdf>" Accessed on 4<sup>th</sup> Dec.2016
  - ❖ Thapa (2012) "How functional are School Management Committees in the present context?" *CCS Working Paper No. 271 Summer Research Internship Programme 2012* Centre for Civil Society [Online] "[http://ccs.in/internship\\_papers/2012/271\\_how-functional-are-school-management-commitees-in-the-present-context\\_sijan-thapa.pdf](http://ccs.in/internship_papers/2012/271_how-functional-are-school-management-commitees-in-the-present-context_sijan-thapa.pdf)" Accessed on 3<sup>rd</sup> Dec.2016
  - ❖ Janvikas NGO (2012) "Status of Implementation of Right to Education-2009 in Gujarat". [Online] "[http://janvikas.in/download/study\\_rte.pdf](http://janvikas.in/download/study_rte.pdf)" Accessed on 6<sup>th</sup> Dec.2016
  - ❖ Owusu and Sam (2012)"assessing the role of school management committees (smcs) in improving quality teaching and learning in ashanti mampong municipal basic schools" *Journal of Emerging Trends in Educational Research and Policy Studies..3*, (5) 611-615. [online] "<http://uew.edu.gh/content/assessing-role-school-management-committee-smc-improving-quality-teaching-and-learning>" Accessed on 15<sup>th</sup> Nov.2016
  - ❖ Zingkhai and Asung (2011) "State Of Affairs Of Village Education Committee in the state of Manipur." *Sangai Express* [online] "[http://epao.net/epPageExtractor.asp?src=education.School\\_Management\\_Committee\\_or\\_State\\_Managed\\_Corruption.html](http://epao.net/epPageExtractor.asp?src=education.School_Management_Committee_or_State_Managed_Corruption.html).." Accessed on 1<sup>st</sup> Dec.2016
  - ❖ American India Foundation (2011) "School Management Committee And The Right To Education Act 2009" Resource Material For SMC Training
  - ❖ Gujarat Primary Education Council (2015) "School Management Committee: Training Module"
  - ❖ Department of school Education and literacy of Ministry of Human Resource Department Government of India, "Report on RTE Section wise" [Online] "[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/RTE\\_Section\\_wise\\_rationale\\_rev\\_0.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf)" Accessed on 13<sup>th</sup> Dec.2016