



Implementation Status of RTE Act 2009: A Study of Bilat Circle, East Siang District Arunachal Pradesh

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Abstract: This study was carried out in various government schools of Bilat circle, East Siang district, Arunachal Pradesh, to know about the status of RTE, after almost a decade of its implementation. The main objective of the study was to determine the implementation status of the various provisions of RTE Act in relation to adequate infrastructure facilities, status of teachers, SMC, mid day meal, free textbook and uniform. The main sources of data were interviews, questionnaire and schedule.

The study throw light into the poor condition of elementary education and reveals that there is an acute shortage of even the basic infrastructure facilities, lack of subject expert, lack of awareness among parents and among the SMC members. Overall condition of primary education in Bilat circle is quite deplorable and there is serious need to reconsider the whole education system and to monitor the program running for school going children. The successful implementation of programs, the serious monitoring and an effective information system is the need of the hour.

Keywords: Arunachal Pradesh; Bilat Circle; Challenges; East Siang district; Education; Implementation; Infrastructure; Right to education; SMC

1. INTRODUCTION

Education is the mirror to the society and is the seed as well as flower of the socio-economic development. It transfers human beings from ignorance to enlightenment, from shades of social backwardness to light of social amelioration and a nation from underdevelopment to faster social and economic development (K.Srinivasa Rao, K.Visweswara Rao: 2018). Realizing the importance of education, various attempts to make free and compulsory education accessible to Indian children began a little more than century ago. As a consequent of the enactment of the Compulsory education Act in 1870 in England, a strong consciousness was also felt for the need of free and compulsory education in India. Since the adoption of the Universal Declaration of Human Rights (UDHR) in 1948, education has been formally recognized as a human right. Ultimately, Universalisation of elementary education (class I-VIII) became one of the most crucial goals of educational development in India since independence. Hence Article 45 was introduced under Part IV entitled 'Directive Principles of State Policy' by the framers of the Indian Constitution which endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years. Finally Pursuant to the Eighty-sixth Amendment to the Constitution of India (2002), The Right of Children to Free and Compulsory Education Act (RTE Act), 2009, came into force from April 1, 2010, which guarantees elementary education as a fundamental right.

2. DEVELOPMENT OF EDUCATION IN ARUNACHAL PRADESH

Arunachal Pradesh remained inaccessible and unknown to other parts of the country for many decades. It acquired an independent political status only in 1972 when it was upgraded as a Union Territory and it ceased to be a tribal area within the state of Assam. In 1986, the Government of India conferred statehood on this Union Territory.

Arunachal Pradesh is a late starter in the modern educational development. Though some kind of informal education existed in the form of ritual dances, incantations, harvest, sowing of crops, religious worship etc. but formal education was completely inconspicuous. Under the British rule there was practically no effort made to introduce any formal system of education in the erstwhile North East Frontier Tract.

The first school was set up by the local tribal people at Pasighat in 1918 and the Adis of Dibang valley also opened a similar school at Dambuk in 1922. During Independence, there were only 3 schools with 50 children and literacy rate was less than 1 percent. This was the humble start of formal education. The Department of Education was established in the year 1947. The administration after Independence had to put in very hard work because of unfavorable factors like inaccessibility, illiteracy and ignorance of local people, lack of communication etc. to see that this educationally backward region comes up to the level of the comparatively more advanced parts of the country swiftly. Till 1971-72, education in this region was conducted in Assamese medium. However in 1972-73 the medium of instruction was changed over to English. Today Arunachal Pradesh has 1311 Upper Primary Schools and 2175 Primary Schools as per statistical abstract 2016 and the literacy rate today stands at 65.38% as per 2011 census.

3. NEED OF THE STUDY

The Right to Education Act serves as a building block to ensure that every child has his or her right to get a quality elementary education. The RTE Act was passed in 2009 and came into effect in Arunachal Pradesh in 2010. It is almost a decade since its implementation, yet its objective of providing free and compulsory education to every eligible child in the state has not been achieved. According to the CAG report, at the end of March 2016, out of school stood at 57,032, the number of children not enrolled stood at 26,009 with 7644 at the primary level and 18365 at the upper primary level.

Arunachal Pradesh having a record of low population density of 17 persons per square km as against the national average of 382, surrounded with hilly topography, absence of proper roads linking villages and also by the fact that above 60% of area is covered by forest, the education sector is bound to get affected.

According to 2011 census while the National literacy rate stands at 74%, literacy rate of Arunachal is 66.95%. When compared to 2001 census, literacy rate of Arunachal which stood at 54%, the literacy rate of Arunachal as per 2011 census (66.95%) has shown a good increment. However, when compared to other Northeastern states, most of them shows up at the top ten, while Arunachal Pradesh ranking 27th in this criterion, highlights a deep rooted problem in the education sector.

4. SIGNIFICANCE OF THE STUDY

The study will help in determining the implementation status and effectiveness of RTE Act 2009 in Bilat Circle of East Siang District, Arunachal Pradesh. Moreover as every district in Arunachal Pradesh almost share the same geographical location and topography, study conducted in this district will be very helpful for all the stakeholders.

5. OBJECTIVES OF THE STUDY

To determine the implementation status of the RTE Act in Bilat Circle of East Siang District, Arunachal Pradesh.

6. DELIMITATIONS OF THE STUDY

The study is confined to a very small sample of government schools of Bilat Circle of East Siang district, Arunachal Pradesh. The present study is limited in terms of sample, geographical situation and content.

8. FINDINGS AND DISCUSSIONS

8.1 TEACHER

According to table 1. All (100%) of the sampled schools under Bilat circle have maintained the pupil-teacher ratio as prescribed in the RTE Act. UPS Mirem has the highest number of teachers followed by UPS Bilat. Upper Primary School Mirem has the highest number of trained teachers followed by UPS Bilat and UPS Ledum. Upper Primary School Mikong has the highest number (4) of untrained teachers.

Table 1. Status of Pupil-Teacher Ratio (PTR), Trained and Untrained Teachers, Subject Expert for Std I-VIII

Sl. No.	Name of School	No. of Teacher		PTR is maintained in Yes or No	Deficit Teachers
		Trained	Untrained		
1.	Upper Primary School, Mirem	11	01	Yes	Absence of subject expert
2.	Govt. Primary School Mirem Kumdum	00	04	Yes	Absence of subject expert
3.	KGBV School Mirem	00	05	Yes	Absence of subject expert
4.	Govt. Primary School, Josam	00	02	Yes	Absence of subject expert
5.	Upper Primary School Bilat	09	00	Yes	Absence of subject expert
6.	Upper Primary School, Remi	07	01	Yes	Absence of subject expert
7.	Upper Primary School, Mikong	07	04	Yes	Absence of subject expert
8.	Govt. Primary School Miglung	00	04	Yes	Absence of subject expert
9.	Upper Primary School Ledum	09	01	Yes	Absence of subject expert
10.	Govt. Primary School Sika, Ledum	00	03	Yes	Absence of subject expert
	Total	52	25	10	

Source: Compiled from Field study 2017

There is an absence of subject expert (having a degree in particular subject) or subject teachers in all the ten surveyed schools. This indicates that the schools are not well equipped to give the children qualitative inputs. The absence of subject teachers may result in lack of understanding of Mathematics, Science and Social Science and can act as a demotivating factor among students of higher standard.

8.2 INFRASTRUCTURE FACILITIES

According to the RTE Act 2009, each school should be equipped with an all weather building consisting of at least one classroom for every teacher and an office- cum-store-cum-Head teachers' room; barrier free access; separate toilets for boys and girls; safe and adequate drinking water facility to all children: a kitchen where mid-day meal is cooked in the school; playground; arrangements for securing the school building by boundary wall or fencing.

8.2.1 Status of Mid-Day Meals in Schools

Table 2. Shows the Separate Shed and Seating Arrangement availability for MDM

Sl. No.	Name of School	Shed for MDM	Seating arrangement available
1.	UPS Mirem	Yes	No
2.	GPS Mirem, Kumdum	Yes	No
3.	GPS Josam, Mirem	Yes	No
4.	UPS Bilat	Yes	No
5.	UPS Remi	Yes	No
6.	UPS Mikong	Yes	No
7.	GPS Miglung	Yes	No
8.	UPS Ledum	Yes	No
9.	GPS Sika, Ledum	Yes	No
10.	KGBV School, Mirem	Yes	No
	Total	10	10

Source: Compiled from Field Study 2017

According to table 2 it has been found out that 100 percent of the schools have their own cooking space or separate shed forcooking. Though it was found that the cooking shed of all the surveyed schools were in a very poor condition and the kitchen do not have any proper flooring and roof. According to the Act, midday meals should be served in a clean hygienic environment. However, it was found that 100 percent of the surveyed schools do not have separate seating arrangement for children to eat and therefore the children sit in the lobby of the abandoned school building and have their mid-day meals.

8.2.2 Drinking Water

Table 3. Status of Drinking water facilities

Sl. No.	Name of School	Yes	No
1	UPS Mirem	Yes	--
2	GPS Mirem Kumdum	Yes	--
3	GPS Josam, Mirem	Yes	--
4	UPS Bilat	Yes	--
5	UPS Remi	Yes	--
6	UPS Mikong	Yes	--
7	GPS Miglung	Yes	--
8	UPS Ledum	Yes	--
9	GPS Sika, Ledum	Yes	--
10	KGBV School Mirem	Yes	--
	Total	10	00

Source: Compiled from Field Study 2017

According to table 3 100% percent of the surveyed schools have drinking water facilities and further investigation regarding the source of drinking water reveals that that the source of drinking water was from tap water. There is no separate arrangement made for purification and storage of drinking water facilities for the children in all the surveyed schools.

8.2.3 Sanitation

According to the RTE Act, Government schools should have sanitation facilities and these facilities should be appropriate to the number of children and separate for both boys and girls. The survey of 10 schools in the Bilat Circle reveals the following:

Table 4. Status of separate toilet facilities

Sl. No.	Name of School	Schools having separate toilet facilities in yes.	Schools not having separate toilet facilities in No
1	UPS Mirem	-	No
2	GPS Mirem Kumdum	-	No
3	GPS Josam Mirem	Yes	-
4	KGBV School Mirem	Yes	-
5	UPS Bilat	-	No
6	UPS Remi	Yes	-
7	UPS Mikong	-	No
8	GPS Miglung	Yes	-
9	UPS Ledum	Yes	-
10	GPS Sika, Ledum	-	No
	Total	05 (50%)	05 (50%)

Source: Compiled from Field Study 2017

Analysis of the table 4 shows that all the 10 sampled schools have toilet facilities available and all these toilets are made up of bricks. Further study reveals that 50 percent (%) of the surveyed schools do not have separate toilet facilities for both boys and girls while 50 percent have separate toilet facilities for both boys and girls. However, these toilet rooms were in very poor condition lacking in hygiene, with litter and dirty smell all around. It was mainly due to the absence of water facilities except in the teachers' toilet room where a bucket and a mug has been provided. There were no doors and no roof in the urinals of UPS Mirem, UPS Bilat, UPS Mikong, GPS Josam Mirem and GPS Mirem Kumdum. In these mentioned schools the structure of the urinal was such that it had no hole in the ground. It had a flat surface and there was no flushing system, no provision of water, thus making it very unhygienic and difficult to clean.

8.2.4 Library Facilities

Table 5. Status of library facilities

Sl. No.	Name of School	Schools having a library in Yes	Schools not having a library in No
1	UPS Mirem	--	No
2	GPS Mirem Kumdum	--	No
3	GPS Josam, Mirem	--	No
4	UPS Bilat	--	No
5	UPS Remi	--	No
6	UPS Mikong	--	No
7	GPS Miglung	--	No
8	KGBV School Mirem	--	No
9	UPS Ledum	--	No
10	GPS Sika Ledum	--	No
	Total	00	10 (100%)

Source: Compiled from Field Study 2017

An analysis of table 5 shows that 100 percent of the surveyed schools do not have library facilities available for the students.

8.2.5 Playground

Table 6. Status of availability of playground

Sl. No.	Name of School	Schools having playground in yes	Schools not having playground in No
1	UPS Mirem	Yes	-
2	GPS Mirem Kumdum	-	No
3	GPS Josam, Mirem	-	No
4	KGBV School Mirem	-	No
5	UPS Bilat	-	No
6	UPS Remi	Yes	-
7	UPS Mikong	Yes	-
8	GPS Miglung	Yes	-
9	UPS Ledum	Yes	-
10	GPS Sika Ledum	-	No
	Total	05 (50%)	05 (50%)

Source: Compiled from Field Study 2017

An analysis of the table 6 reveals that 50 percent of the surveyed schools do not have a playground while 50 percent of the surveyed schools have been found to have playground.

8.2.6 Compound Wall

A study of ten schools of Bilat circle reveals the following:

Table 7. Status of Compound wall

Sl.no	Name of School	Schools having compound wall in Yes	Schools having compound wall in No
1.	UPS Mirem	Yes (Semi)	-
2.	GPS Josam Mirem	-	No
3.	GPS Mirem Kumdum	Yes (Semi)	-
4.	KGBVS Mirem	Yes (Semi)	-
5.	UPS Bilat	Yes (Semi)	-
6.	UPS Remi	Yes	-
7.	UPS Mikong	Yes	-
8.	GPS Miglung	Yes	-
9.	UPS Ledum	Yes	-
10.	GPS Sika Ledum	Yes	-
	Total	09 (90%)	01 (10%)

Source: Compiled from Field Study 2017

According to the study (table 7) 10 percent of the School do not have a compound wall while 40 percent surveyed schools have a semi compound wall that is incomplete and in broken condition and 50 percent of the surveyed schools have a compound wall.

Table 8. Status of separate office for the Head Master

Sl. No.	Name of School	Schools having separate room for Headmaster in Yes	Schools not having separate room for headmaster in No
1	UPS Mirem	Yes	-
2	GPS Josam Mirem	-	No
3	GPS Mirem Kumdum	-	No
4	KGBVS Mirem	Yes	-
5	UPS Bilat	-	No
6	UPS Remi	-	No
7	UPS Mikong	Yes	-
8	GPS Miglung	-	No
9	UPS Ledum	-	No
10	GPS Sika, Ledum	Yes	-
	Total	04 (40%)	06 (60%)

Source: Compiled from Field Study 2017

According to table 8 60 percent of the surveyed schools do not have separate room for Head Master while 40 percent have separate room for Head Master to carry out his administrative function.

8.2.8 Electricity

An analysis of table 9 shows the availability of electricity in ten schools of Bilat circle. The study reveals that ninety percent of the surveyed schools do not have well maintained lighting system. The Researcher have further found that lighting and fan facilities were only available in the teachers' and headmaster's room and the classroom were devoid of any kind of lighting or fan facilities indicating the lack of conducive learning environment both for the teachers as well as students.

Table 9. Status of the availability of electricity in Yes or No

Sl. No.	Name of School	Electricity available in Yes	Electricity not available in No
1	UPS Mirem	-	No
2	GPS Josam Mirem	-	No
3	GPS Mirem Kumdum	-	No
4	KGBVS Mirem	Yes	-
5	UPS Bilat	-	No
6	UPS Remi	-	No
7	UPS Mikong	-	No
8	GPS Miglung	-	No
9	UPS Ledum	-	No
10	GPS Sika Ledum	-	No
	Total	01 (10%)	09 (90%)

Source: Compiled from Field Study 2017

8.2.9 Pucca Building

According to table 10 hundred (100) percent of the surveyed schools have semi pucca building which means that none of the sampled schools have complete pucca building. The school buildings are in very poor conditions with no ventilation facilities and the cement floor broken with no ceiling roof facilities.

Table 10. Status of the school building

Sl. No.	Name of School	Pucca	Semi Pucca
1	UPS Mirem	No	Yes
2	GPS Josam Mirem	No	Yes
3	GPS Mirem Kumdum	No	Yes
4	KGBVS Mirem	No	Yes
5	UPS Bilat	No	Yes
6	UPS Remi	No	Yes
7	UPS Mikong	No	Yes
8	GPS Miglung	No	Yes
9	UPS Ledum	No	Yes
10	GPS Sika Ledum	No	Yes
	Total	00	10 (100%)

Source: Compiled from Field Study 2017

8.2.10 Teaching Learning Materials

Table 11. Status of the availability of teaching-learning materials (TLM)

Sl. No.	Name of School	TLM available in yes	TLM available in No
1	UPS Mirem	Limited	-
2	GPS Josam Mirem	-	No
3	GPS Mirem Kumdum	-	No
4	KGBVS Mirem	-	No
5	UPS Bilat	Limited	-
6	UPS Remi	Limited	-
7	UPS Mikong	-	No
8	GPS Miglung	-	No
9	UPS Ledum	Limited	-
10	GPS Sika Ledum	-	No
	Total	04 (40%)	06 (60%)

Source: Compiled from Field Study 2017

According to (table 11) the survey done on teaching learning materials available in the schools, it has been revealed that 60 percent of the surveyed schools do not have any teaching learning materials while 40 percent of the surveyed schools have limited teaching learning materials.

8.2.11 Play materials

Analysis of Table 12 shows the play materials availability and it reveals that 80 percent of the surveyed schools do not have play materials available in the school while 20 percent schools have play materials though in limited way.

Table 12. Status of the availability of play materials

Sl. No.	Name of School	Play materials available in Yes	Play materials not available in No
1	UPS Mirem	Limited	-
2	GPS Josam Mirem	-	No
3	GPS Mirem Kumdum	-	No
4	KGBVS Mirem	-	No
5	UPS Bilat	Limited	-
6	UPS Remi	-	No
7	UPS Mikong	-	No
8	GPS Miglung	-	No
9	UPS Ledum	-	No
10	UPS Sika Ledum	-	No
	Total	02 (20%)	08 (80%)

Source: Compiled from Field Study 2017

8.2.12 Emergency Medical Aid

Table 13 indicates 60 percent of the surveyed schools do not have an emergency medical aid while 40 percent have an emergency medical aid facility.

Table 13. Status of the availability of emergency medical aid (EMA)

Sl. No.	Name of School	EMA available in yes	EMA not available in no
1	UPS Mirem	Yes	-
2	GPS Josam Mirem	-	No
3	GPS Mirem Kumdum	-	No
4	KGBVS Mirem	-	No
5	UPS Bilat	Yes	-
6	UPS Remi	Yes	-
7	UPS Mikong	-	No
8	GPS Miglung	-	No
9	UPS Ledum	Yes	-
10	GPS Sika Ledum	-	No
	Total	04 (40%)	(60%)

Source: Compiled from Field Study 2017

8.3 SCHOOL MANAGEMENT COMMITTEE

An analysis of the table 14 reveals that 100 percent of the surveyed schools have constituted School Management Committee (SMC) and the methods of this constitution was selection and not election. The SMC members were constituted from among the parents of the students, senior most teachers and elder of the villages.

Table 14. The status of School Management Committee

Sl. No.	Name of School	constituted in yes or no	Methods of constitution
1	UPS Mirem	Yes	Selection
2	GPS Josam Mirem	Yes	Selection
3	GPS Mirem Kumdum	Yes	Selection
4	KGBVS Mirem	Yes	Selection
5	UPS Bilat	Yes	Selection
6	UPS Remi	Yes	Selection
7	UPS Mikong	Yes	Selection
8	GPS Miglung	Yes	selection
9	UPS Ledum	Yes	Selection
10	GPS Sika Ledum	Yes	Selection
	Total	10 (100%)	-

Source: Compiled from Field Study 2017

Table 15. Shows the response pattern of the teachers with regard to the question "Are you satisfied with the performance of the School Management Committee(SMC) of your school?"

Sl. No.	Respondent	Response		Total
		Yes	No	
1	UPS Mirem	05 (100%)	00 (0%)	05
2	GPS Josam Mirem	02 (100%)	00 (0%)	02
3	GPS Mirem Kumdum	02 (80%)	01 (20%)	03
4	KGBV Mirem	02 (100%)	00 (0%)	02
5	UPS Bilat	05 (100%)	00 (0%)	05
6	UPS Remi	04 (100%)	00 (0%)	04
7	UPS Mikong	04 (100%)	00 (0%)	04
8	UPS Miglung	02 (80%)	01 (20%)	03
9	UPS Ledum	04 (80%)	01 (20%)	05
10	UPS Sika Ledum	02 (100%)	00 (0%)	02
	Total	32 (91.4%)	03 (8.57%)	35 (100%)

Source: Compiled from Field Study 2017

An analysis of table 15 reveals that majority of them (91.4%) are satisfied with the performance of the SMC while 8.57% are not satisfied.

Table 16. Shows the response pattern among the teachers with regard to the question “Does local community take active part in the activities of the school?”

Sl. No.	Respondent	Response		Total
		Yes (%)	No (%)	
1	UPS Mirem	03(60%)	02(40%)	05
2	GPS Josam Mirem	00(0%)	02(100%)	02
3	GPS Mirem Kumdum	02(80%)	01(20%)	03
4	KGBV Mirem	02(100%)	00(0%)	20
5	UPS Bilat	05(100%)	00(0%)	05
6	UPS Remi	04(100%)	00(0%)	04
7	UPS Mikong	02(50%)	02(50%)	04
8	UPS Miglung	03(100%)	00(0%)	03
9	UPS Ledum	04(80%)	01(20%)	05
10	GPS Sika Ledum	00(0%)	02(100%)	02
	Total	25(71.4%)	10(28.5%)	35 (100%)

Source: Compiled from Field Study 2017

An analysis of the table 16 reveals that 71.4% are of the view that the local community take active part in the activities of the school while 28.5% are of the view that they are less participative.

8.4 TEXTBOOK

As per the RTE Act 2009, “all the government aided school shall provide free textbook, writing materials and uniforms”. A survey was conducted among the students to know the status of free textbooks and uniforms and the survey.

Table 17. Shows the response pattern of the respondents to the question “Have you got free textbook from your school?”

Sl. No.	Respondents	Response		Total
		Yes (%)	No (%)	
1	UPS Mirem	05 (100%)	00(0%)	05
2	GPS Josam Mirem	05(100%)	00(0%)	05
3	GPS Mirem Kumdum	05(100%)	00(0%)	05
4	KGBV Mirem	05(100%)	00(0%)	05
5	UPS Bilat	05(100%)	00(0%)	05
6	UPS Remi	05(100%)	00(0%)	05
7	UPS Mikong	05(100%)	00(0%)	05
8	UPS Miglung	05(100%)	00(0%)	05
9	UPS Ledum	05(100%)	00(0%)	05
10	UPS Sika Ledum	05(100%)	00(0%)	05
	Total	50 (100%)	00(0%)	50 (100%)

Source: Compiled from Field Study 2017

An analysis of table 17 reveals that 100 percent of the students are receiving free textbooks from the school and further analysis of table 18 reveals that 78% of the students have got their textbooks at the time of admission while 8% within one week, 6% within one month and 8% can't remember the exact time.

Table 18. Shows the response pattern of the respondent to the question “Within what time have you got your textbook?”

Sl. No.	Criteria	Response	Total
1	At the time of admission	78%	39
2	Within one week	08%	04
3	Within one month	06%	03
4	Cannot remember	08%	04
	Total	100%	50

Source: Compiled from Field Study 2017

8.5 UNIFORMS

Table 19. Shows the response pattern of the respondents to the question “Have you got free uniform from your school?”

Sl. No.	Respondents	Response		Total
		Yes (%)	No (%)	
1	UPS Mirem	05 (100%)	00 (0%)	05
2	GPS Josam Mirem	05 (100%)	00 (0%)	05
3	GPS Mirem Kumdum	05 (100%)	00 (0%)	05
4	KGBV Mirem	05 (100%)	00 (0%)	05
5	UPS Bilat	05 (100%)	00 (0%)	05
6	UPS Remi	05 (100%)	00 (0%)	05
7	UPS Mikong	05 (100%)	00 (0%)	05
8	UPS Miglung	05 (100%)	00 (0%)	05
9	UPS Ledum	05 (100%)	00 (0%)	05
10	UPS Sika Ledum	05 (100%)	00 (0%)	05
	Total	50 (100%)	00 (0%)	50

Source: Compiled from Field Study 2017

Table 20. Shows the response pattern of the question “Within what time have you got free uniform?”

Sl. No.	Criteria	Response	Total
1	At the time of admission	34 (67%)	34
2	Within one week	06 (11%)	06
3	Within one month	08 (15%)	08
4	Cannot remember	02 (4%)	02
	Total	50 (100%)	50

Source: Compiled from Field Study 2017

Analysis of table 20 shows that 100 percent of the surveyed students are receiving free uniforms from the school and further analysis of table 21 reveals that 67% of them receive it directly at the time of admission.

8.6 CAPITATION FEES AND SCREENING PROCEDURE

Table 21. Shows the response pattern of the respondents to the question “Have you paid any kind of capitation fees or donation of any kind while admitting your children?”

Sl. No.	Criteria	Response	Total
1	Yes	00 (0%)	00
2	No	60 (100%)	60
3	Can't Remember	00 (0%)	00
	Total	60 (100%)	60

Source: Compiled from Field Study 2017

According to the survey (table 21) conducted among the parents with regard to capitation fees 100 percent of the surveyed parents are of the view that they have not paid any kind of capitation fees or donation of any kind while admitting their children.

Analysis of table 22 shows the response pattern of 60 sampled parents regarding the screening procedure and 100 percent of the parents revealed that their children were not subjected to any kind of screening procedure.

Table 22. Shows the response pattern of the parents to the question “Have your children been subjected to any kind of screening procedure while getting admitted?”

Sl. No.	Criteria	Respondent	Total
1	Yes	00(0%)	00
2	No	60 (100%)	60
3	Can't Remember	00(0%)	00
	Total	60 (100%)	60

Source: Compiled from Field Study 2017

SUMMARY

From the analysis of the information collected on the implementation status in the 10 sample schools it is affirmed that the Schools in Bilat Circle of East Siang District are lacking in both human as well material resources. Though the school has maintained the pupil-teacher ratio, there is an absence of subject expert which is very crucial for the students especially the upper primary students. Survey has also revealed that the schools have insufficient number of teaching-learning materials and play-materials. Status of the schools building also reveals that 100 percent of the surveyed schools have semi pucca building and are in a very poor and pathetic condition and thus required immediate attention. The toilet facilities provided is also not adequate and is unhygienic and though some schools have separate toilet facilities for both girls and boys they are in a deplorable condition. There are no separate arrangements made for serving the mid-day meals in all the surveyed schools and the shed for making mid-day meals is also not in a good condition. Though survey regarding capitation fees, free uniforms and textbooks, screening procedure reveals that the schools are following the norms as laid down by the RTE Act 2009 however, in a whole we can say that the Implementation of the RTE Act 2009 in the Bilat Circle has not been done effectively and the schools required immediate attention.

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