

Status of Implementation of RTE Act in Kalahandi District of Odisha

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Abstract

Eighty sixth amendment of Indian constitution 2002 is the turning point for history of elementary education in India as it inserts Article 21(A) by which education becomes a fundamental right of children of 6 to 14 years of age. The purpose of the research study is to reveal the status of implementation of RTE Act 2009 in Government schools of Kalahandi District of Odisha. Descriptive survey method is followed in this study. Main objectives of it are to find out the status of implementation of RTE Act with respect to quality parameters in the Kalahandi district of Odisha. 05 blocks and 02 urban areas of Kalahandi district has been taken as samples of this study. Tools used by researcher for this research are School information Schedule for school, Questionnaire for Headmasters, Questionnaire for Teachers, Questionnaire for field functionaries and structure interview schedule for SMC. Analysis of the data reflects that implementation of RTE Act in Kalahandi District is not satisfactory and many steps have to be taken to improve the quality elementary education in the district.

Keywords : Right to Education Act, SMC members, Implement

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1.0 Introduction

Education is an important aspect for promoting the social and economic development of any country. As Nelson Mandela says. "Education is the most powerful weapon which you can use to change the world." Particularly elementary education is the foundation of formal education system in India. It is considered as the most important input to improve the quality of life of society.

On 12th December 2002 by 86th Amendment Article 21 was amended in order to introduce right to education as a fundamental right. The new Article 21 (A) promises free and compulsory elementary education for 6 to 14 years of age group of children in such a manner as the state may be by law

determine. Department of Law and Justice, Govt. of India provided "the Right of Children to Free and Compulsory Education, 2009" (RCFCE Act, 2009) received the assent of president of India on 27th August 2009.

India became one of the 135 countries to make education fundamental right of every child, when the right came into force on 1st April 2010. On 12th April 2012 Supreme Court of India has given verdict regarding constitutional status of the Right to Education Act 2009. RTE Act 2009 provides ripe platform to reach the unreached with specific provisions for disadvantaged groups such as migrant children, children with special needs or disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factors.

1.1. Significance of the study

This study is very significant as it provides an insight into the status of implementation of Right to Education Act, 2009 in the Government Elementary

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School of Kalahandi District of Odisha. It also provides an insight into awareness and understanding of the provision of the RTE Act amongst teachers, headmasters, and members of SMC and field functionaries of the district related to elementary education to find out to what extent and how are schools complying with various provision of the RTE Act in the district of Kalahandi.

1.2. Objectives of the study

This study looks into the impact of RTE Act on promoting quality elementary education in Kalahandi District with the following objectives:

- i. To investigate the status of implementation of RTE Act in Kalahandi District with respect to

quality parameters.

- ii. To suggest remedial measures for better implementation of RTE Act for development of quality elementary education.

1.3. Samples of the Study

The sample of the present study constitutes 05 Blocks and 02 urban areas of Kalahandi District. 03 Blocks and one urban area are selected as per higher female literacy rate and 02 Blocks and 01 urban area are selected on the basis of lower female literacy rate as per census – 2011. The study was conducted on the SMC members, Teachers, and Headmasters of Government elementary schools and it also includes field functionaries of SSA. The following table indicates the sample of the study.

Table 11

Block	Schools	Hms	Teachers	SMC members	CRCCs	ABEOs	BEOs
Bh.patna	20	20	40	40	04	02	01
Kesinga	15	15	30	30	04	02	01
Narela	15	15	30	30	04	02	01
Th. Rampur	15	15	30	30	04	02	01
Lanjigarh	15	15	30	30	04	02	01
Bh. Patna(mpl)	10	10	20	20	01	–	–
JunagarhNAC	10	10	20	20	01	–	–
Total	100	100	200	200	22	10	05

2.0 Method of the Study

This study, which is designed to investigate the impact of Right to Education Act on promoting quality elementary education in Kalahandi district of Odisha, is an impact study of descriptive nature. So, the method followed in this study is descriptive survey method.

2.1 Development of Research Tools

The following data gathering instruments were developed by the researcher with the co-operation of experts in accordance with the specific need of the study and content validity, reliability and usability of the tools have been established.

- D) School information schedule for Govt.

elementary school.

- ii) Questionnaire for Headmasters
- iii) Questionnaire for teachers
- iv) Questionnaire for field functionaries of SSA & RTE.
- v) Structure interview schedule for the SMC members in Odia.

3.0 Major findings:

Regarding classrooms & boundary wall

- All most all (100%) schools have their own buildings and no school is functioning in rented building out of which 89% schools are pucca building.
- As per RTE norm, there should have at least one classroom for every teacher of the school it is found that, maximum 69% of the schools Fulfill this norm of classroom and 31% of sample school fail to comply the classroom norm of RTE Act, 2009.
- RTE Act requires that each school have boundary wall or fencing. It is important to secure the school building and for safety of children. But the scenario of boundary wall of Government elementary schools of Kalahandi District is disappointing. Only 59% of schools have boundary walls out of which 46% schools have complete boundary wall. 41% schools do not have any type of boundary wall and 2% schools secure the building by providing green fencing.

Provision of separate toilets for boys and girls and drinking water facilities

- Maximum schools (78%) of Kalahandi District have separate functional toilets for boys and girls. It is observed that most of the schools do not have running water facilities in

toilets and they manage with bucket water. Maximum schools (51%) have toilets for children with special needs (CWSN).

- The situation of providing safe and adequate drinking water at schools is not satisfactory maximum 77% schools have the facility of safe and adequate drinking water and 23% of schools do not meet these criteria.

Regarding other physical aspects of the schools

- Only 13% of schools meet the playground norm of RTE Act and 87% of schools do not have playground. Maximum schools (86%) have fire extinguishers. Barrier free access to class rooms is another norm of RTE act, it is found that only 53% of schools meet this aspect. Only 66% schools fulfil the norms of provision of ramp with rails.
- Mid-day meal (MDM) is one of the important programs in schools, which provided nutritious cooking food to children of the school. Maximum schools (87%) have the facility of kitchen shed where as 13% school do not have kitchen shed. Out of available kitchen shed, 55% of them are in good condition, 21% need minor repair and 11% of it requires major repairing.
- Only 64% of school have play materials, game and sports equipment. Maximum schools (94%) have library facilities for children of the school.

Entitlements provides to students in schools

- All most all schools provided free text books, free uniform and mid-day meal to students. No school provided reading and writing materials to students.
- Maximum schools (53%) provide free

stipend to ST and SC students. It is found that only ST and SC students of Class VI to VIII are getting free stipend in schools.

Regarding teacher, Pupil-teacher ratio in schools and enrolment of children

- Maximum schools (59%) adhere to RTE norm on qualification of teacher as specified in RTE Act. Only 64.15% of upper primary schools have at least one science teacher (including + 2 Science) which is not good for providing quality elementary education to students.
- It is found that only 77.36 % of upper primary schools have at least three teachers as specified in RTE Act. Only 22.64% U. P. Schools have physical instructors, 132% schools have art instructors and no schools have music instructor.
- Some 16% of schools have untrained teachers and there is no single teacher school in the district.
- The Pupil- Teacher Ratio (PTR) as stipulate in the RTE Act is meant to ensure quality education by maintaining smaller classroom strength. As per RTE norm, PTR at primary level is 30:1 whereas at upper primary level it is 35:1. It is found that, the PTR at primary level of Kalahandi District is 26.47 and at upper primary level it is 27.06. In both the level it satisfies the RTE norm as specify in the Act.
- It is found that, the enrollment of children at primary level is gradually decreasing and at upper primary level it raises up, it is because Govt. of Odisha has added class-VII in elementary schools de-linking it from secondary schools in the year 2016-17.

- There is 14.13% decreasing in the enrollment rate at primary level and 9.46% enhancement at upper primary level in the last 3 years. At elementary level, there is 6.54% decrease in enrollment in Kalahandi District during the year 2014-15 to 2016-17.

Average attendance of dropout of students during the year 2014-15 to 2016-17

- The average attendance of students during last 3 years (i.e. 2014-15 to 2016-17) is 9,948 in the sample school, which is 77.65% of total enrollment. It is found that there is 0.52% increase in average attendance of students during last 3 years.
- The average annual dropout rate is decreasing at both primary and upper primary level in Kalahandi District. In the year 2014-15 the dropout rate at primary level is 0.6 and it comes down to 0.28 in the year 2016-17. Similarly, at upper primary level, it was 1.34 in the year 2014-15 and it declines to 0.8 in the year 2016-17. The total average annual dropout at elementary level has been declined from 0.88% in the year 2014-15 to 0.47% in the year 2016-17. There is 0.41% decrease in dropout rate during last 3 years.

Status on various norms and standards specified in RTE Act 2009 implemented in schools

- 68% of primary schools and 77% of upper primary schools adhering to the norms with respect to number of instructional days in an academic year as per RTE Act.
- Regarding implementation of minimum number of working hours in academic year, 81.3% of primary and 79.2% of upper primary schools implementing this norm in the sample schools of this research study.

- It is found that all most all schools prohibit physical punishment and mental harassment to children in the schools.
- About 97% of schools have constituted school management committee (SMC) in the schools, and are comply with section 21(I) of RTE act, 2009. Further 82% of the schools prepare school development plan (SDP) for the school and 18% of schools do not prepare school development plan. 18% schools are failing to comply with section 22 (I) of RTE Act, 2009.
- All most all schools (100%) followed continuous and comprehensive evaluation (CCE) procedure to assess the learning outcomes of students in the school. It is observed that majority at schools do not update the CCE records of the schools.

Facilities provided to children with special needs

- 57% of sample schools do not have CWSN toilets and only 43% of schools have functional CWSN toilets in the school.
- Further, 56% schools have barrier free access to class rooms whereas 44% schools do not have facilities of barrier free access to class rooms. Only 62% schools have facilities of ramp with rail while 32% schools do not have ramps with rails.
- As per RTE norm and standard, minimum number of working hours per week for a teacher including preparation hours is 45 hours. It is found that, only 55.37 of primary schools and 62.2% of upper primary schools are adhering this norm is schools.
- 10.6% of primary schools and 5.6% of upper primary schools are providing special training to children admitted under age-

appropriate class. Maximum schools do not provide this provision of RTE Act which curtails the right of children to complete elementary education.

- It is found that, 55.3% primary school, and 62.2% upper primary school, (classes I to VII) admit children of 6 years in class I where as 44.7% primary schools and 37.8% upper primary schools admit the children of age 5 year in class-I.

Status on child right, role of SMC & evaluation procedure adopted in Schools

- No schools of the district are collecting any types of fees from children in the school. All most all schools are implementing successfully section 3 (2) of RTE Act. 2009.
- Maximum schools (81%) do not meet pupil-teacher ratio (PTR) as specified in norms and standards of RTE act, 2009 and only 19% schools comply with this provision of RTE act, 2009.
- Maximum schools (91%) have teachers who possessed minimum qualifications as laid down in RTE Act and 9% of schools have teachers who do not meet the requisite minimum qualifications for teachers.
- It is found that, 82% HMs reported that the teachers of their schools complete the curriculum in time. Maximum schools (95%) are maintaining CCE records in the schools and 5% schools do not maintain CCE records.
- Maximum 93% of HMs reported that teachers are not deployed in non-educational purposes and only 7% said that teachers are deploying in non-educational purposes.

- All most all HMs (100%) said that they follow no detention policy of RTE Act, 2009 in their schools and no child of their schools require to pass any board examination to enter into next higher class.

Opinion of field functionaries on implementation of RTE Act, 2009

Maximum of field functionaries (BEOs, ABEOs, and CRCCs) (78.4%) reported that, schools under their jurisdiction does not fulfil RTE specified norms and standards under section 19(I) of RTE Act, 2009 and only 21.6% said all schools of their jurisdiction fulfil the RTE specified norms and standards. Maximum field functionaries (56.7%) reported that there are single teacher schools in their jurisdictions. 51.3% field functionaries said the G.P. level standing committees are constituted in their jurisdiction.

All most all of them stated that G.P. level standing committee which is designated as local authority are not functioning properly and there is little awareness among various stake holders about it.

Maximum 64.87% of field functionaries opined that, there is no grievance redressal mechanism for RTE complaints functional at their level and only 35.3% said it is functioning at their level.

Status on complaints received on violation of RTE Act, 2009 at Block level:

All most all BEOs reported that, one day in a month have been allocated for hearing of redressal of grievances at block level. The average number of complaints received during the years 2014-15 to 2016-17 is 45.

It shows that number of complaints is comparatively

less as various stake holders are not aware of their rights to register complaints on violation of RTE Act.

Opinion of field functionaries on status schools which do not fulfil various aspects of RTE specified norms and standards

- All most all (100%) field functionaries stated that all schools of their jurisdiction do not fulfil the one class room for one teacher norm of RTE Act, 2009. Maximum 75.67% of field functionaries expresses that schools do not meet the pupil- teacher ratio (PTR) aspect of RTE Norms.
- 67.56% of them expressed that, schools do not fulfil separate functional toilets aspect as per RTE norm. According to all the field functionaries, majority of schools do not have playground as specified in RTE norm.
- Only 56.75% of field functionaries think that, library facilities have not been provided to schools and 72.97% think that HMs' offices cum store room aspect is not accomplish as per RTE norms and standards.

Opinion of SMC members regarding major problem of the schools which are constraints for better implementation of the RTE ACT, 2009

- Maximum SMC members (86%) feel that major concern for providing quality elementary education in government elementary schools is the unsatisfactory learning outcomes of students.
- 66% of them think that insufficient teachers in the government elementary schools are the main problem of the schools.

- About 73.5% of SMC members point out that lack of proportionate classrooms in the schools is one of the major problems of the schools.
- According to 38% of the SMC members lack of separate functional toilets for girls is one of the problems for proper implementation of RTE Act.
- 43% of SMC members think that the apathetic attitude of teachers and higher officers of the district is one of the major problems for better implementation of RTE Act, 2009.

Opinion of SMC members, teachers, HMs and field functionaries of SSA regarding strengths of RTE Act, 2009

- 76% of SMC members, 94% of teachers, 94% of HMs and 100% of field functionaries state that free admission of children in schools is strength of RTE Act.
- All most all 100% respondents feel that provision of free textbooks; free uniforms and free midday meals are the major strengths of RTE Act.
- 45% of SMC members, 57% of teachers, 68% of HMs and 81% of field functionaries think that prohibition of physical punishment and mental harassment of children in schools is the strength of RTE Act.
- Most of the respondents i.e., 100% of field functionaries, 76% of teachers, 67% of HMs and 47% of SMC Members feel that 25% of reservation of seats at entry class in admission of children of weaker section and disadvantage groups in private unaided schools is strength of RTE Act.
- Provision of fixed pupil-teacher ratio in primary and upper primary level is strong point of RTE Act according to 61% of SMC

members, 94% of teachers, 92% of HMs and 100% of field functionaries of the district.

- Monitoring of schools by SMC is one of the strengths of RTE Act according to 92% of SMC Members, 82% of teachers, 88% of HMs and 100% of field functionaries.
- 26% of SMC members, 39% of teachers, 42% of HMs and 51.35% of field functionaries feel that monitoring of RTE implementation by National commission for protection of child rights (SCPCR) is strength of RTE Act.
- Provision of continuous and comprehensive evaluation (CCE) system is another positive aspect of RTE Act according to 54% of SMC members, 90.5% of teachers 72% of HMs and 81% of field functionaries.

Opinion of SMC members, teachers, headmasters and field functionaries of SSA regarding weakness of RTE Act

About 52% of SMC members, 94% of teachers, 86% of HMs and 72.97% of field functionaries feel that provision of no detention policy up to class VIII is a major weakness of RTE Act, 2009.

Facilities provided up to completion of elementary education only i.e., it covers only up to class VIII is another drawback of RTE Act as specified by 49% of SMC members, 66% of teachers, 73% of headmasters and 56.75% of field functionaries of SSA.

According to 13.5% of SMC members, 63% of teachers, 57% of HMs and 51.35% of field functionaries, there is no proper mechanism specified in RTE Act for effective implementation is the major weakness of RTE Act, 2009.

Maximum field functionaries (75.67%), 61% of HMs, 69.5% of teachers and 31% of SMC members

think that the RTE Act, 2009 is ambiguous and lack in clarity.

19.5% of SMC members, 61% of teachers, 65% of HMs and 62.16% of field functionaries feel that to implement all the provisions of RTE act, 2009 is not practical.

Another major flaw of RTE Act is not focus on quality education or it lacks quality aspects of education as reported by 51% of SMC members, 57.5% of teachers, 51% of HMs and 67.56% of field functionaries.

59% of SMC members, 86% of teachers, 65% of HMs and 78.37% of field functionaries feel that RTE Act, 2009 do not put much emphasis on the learning outcomes of students.

According to 74.5% of SMC members, 91% of teachers, 87% of HMS and 86.48% of field functionaries the RTE Act, 2009 do not care about children of 3 to 6 years and 14 to 18 years. It excludes pre-primary and secondary education.

Another significant weakness of RTE Act is no punishment or penalty to parents who do not send their children to school as reported by 84% of SMC members, 96% of teachers, 98% of HMs and 100% of field functionaries.

Opinion of SMC members, teachers, HMs and field functionaries of SSA regarding constraints or challenges in implementing the RTE Act, 2009

- 86.48% of field functionaries, 79% of HMs and 74% of teachers and 76.5% SMC members think that poverty and socio-economic condition of parents are major constraints for effective implementation of RTE Act, 2009 in the district.
- Most of the parents are illiterate and have less

awareness about RTE Act; hence it becomes a challenge for proper implementation of the RTE act as reported by 55.5% of SMC members, 86% of teachers, 89% of HMs and 81.08% of field functionaries of SSA.

- 81.5% teachers, 58% of HMs, 59.45% of field functionaries and 17.5% of SMC members think that not provision of decent salary to teachers is one of the major constraints for implementing RTE Act, 2009 in the elementary schools of the district.
- Maximum 50.5% of SMC Members, 67% Teachers, 65% of headmasters and 70.27% of field functionaries think that, engagement of various types of teachers in schools is another constraint for effective implementation of RTE Act, 2009.
- 72.5% of SMC members, 94% teachers, 92% of HMs and 89.18% field functionaries feel that provision of insufficient funds to schools is a major drawback for implementation of RTE Act in the district effectively.
- Lack of proper grievance redressed mechanism for addressing the violation of rights of children is another constraint as reported by 22% of SMC member, 59% of teaches, 53% of HMs and 64.86% of field functionaries. 64% of SMC Members, 77.5% of teachers, 68% headmasters and 81.8% of field functionaries view that lack of awareness of various Stake holders an RTE Act is another major constraint for effective implementation of RTE Act.
- 21% of SMC members 87.5% of teachers, 69% of HMs and 67.56% offields functionaries think that non- proportionate pupil-teacher ratio is the major constraint for implantation of RTE Act in the district.

Suggestions provided by SMC members teachers, HMs and field functionaries for effective implementation of RTE Act in the District

- Maximum SMC members (84%), 64.5% of teachers, 78% of HMs and 75.67% of field functionaries suggest that pass fail system should be adopted in elementary education.
- Provision of trained teachers as per one teacher one class in another suggestion provided by 68% of SMC members, 88% of teachers 79% of MSC members, 88% of teachers 79% of HMs and 86.48% of field functionaries.
- 32.5% of SMC members, 88.5% of teachers, 82% of HMs and 62.16% field functionaries suggest that more freedom must be provided to teachers in class room activities.
- For effective implementation of RTE act, there should be more awareness programmed for SMC members, teachers, parents and other stakeholders on RTE Act suggest by 64% of SMC members 77.5% of teachers, 68% of headmasters and 81.08% of field functionaries.
- RTE Act should include pre-primary and secondary education in its ambit is another suggestion given by 68.5% of SMC members, 84% of teachers, 85% of HMs and 70.27% of field functionaries.
- Provision of sufficient funds to schools is another suggestion provided by 72.5% of SMC members, 94% of teachers, 92% of HMs and 89.18% of field functionaries.
- Maximum of SMC members (46%), 68.5% of teachers, 57% of HMs and 83.78% of field functionaries suggest that to adopt proper mechanism of monitoring and supervision for effective implementation of RTE Act in the

district.

- 85.5% of SMC members, 93% of teachers, 92% of HMs and 75.67% of field functionaries suggest that importance should be given to enhance learning outcome of students and 64% of SMC member 78% of teacher 86% of HMs and 86.48% of field functionaries suggest to put importance to provide quality education.
- Ensure safety and security of all children in the school is another suggestion provided by 96% of teachers, 94.5% of SMC members, 95% of HMs and 89.18% of field functionaries of SSA for effective implementation of RTE Act 2009 in the district.

4. Educational Implication

For significant and sustainable improvement of elementary education it is drastically required to implement the RTE Act in an effective manner. One of the important aspects of this research study is to provide some input in the shape of innovative ideas or ways for the effective implementation of RTE Act. Some of the educational implications of this study are discussed as follows: -

The findings of study will be useful to various field level functionaries including administrators to know the real status of implementation of RTE Act in Kalahandi District and take suitable measures to resolve the hindrances for RTE implementation. Findings of the data show that, many stakeholders are not aware on various aspects of RTE Act. It depicts the negative sign for implementation of RTE Act in the district. Therefore, the findings of the study may be taken to orient the stakeholders regarding RTE Act for effective implementation in the district.

By knowing the impact of RTE Act on enrolment,

retention and achievement of students, the implementation authority can develop suitable strategies to meet the challenges in implementation RTE Act, 2009. The outcome of this study will be utilized to resolve various problems and will help to formulate different activities for promoting quality elementary education in Kalahandi District. This study will motivate to all field functionaries especially DEO, BEOs, ABEOs and CRCCs to focus more on continuous and systematic academic monitoring of elementary schools for effective implementation of RTE Act. The results of this study may be considered as a base record and further research can be undertaken with extending sample area.

5. Conclusions

It is clear from the findings of the present research study, it is concluded that RTE Act, 2009 has marginal impact on promoting quality elementary education in Govt. elementary Schools of Kalahandi District. After the seven years of its implementation, several aspects of RTE Act has not been achieved so far in the district. It is quite depressing to find out that, majority of stakeholders are not fully aware and not understand completely various provisions of RTE Act.

Most of the schools taken for this study fulfil the only few aspects of the norms and standards as per RTE Act and they are lagging far behind in providing separate functional toilets for boys and girls, playgrounds, class room for each teacher, electricity, proper TLM, provision of subject teacher in upper primary schools, implementation of CCE, quality teachers training of schools. Schools are lacking in terms of learning outcome of students.

Although Kalahandi District has achieved some progress in terms of enrolment, reducing dropout

and basis infrastructure but it is lagging behind in quality learning outcomes of students.

A lot of works needs to be done for effective implementation of RET Act by various stakeholders of Kalahandi District of Odisha, it includes more awareness programme as a mission mode provision of sufficient funds by government and proper monitoring system at all levels. It must involve parent, community members, students, teachers and NGOs collectively for effective implementation of RET Act in the district to promote quality elementary education.

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