

## "MONITORING OF THE SELECTED GOVERNMENT PRIMARY SCHOOLS OF VADODARA, ANAND AND AHMEDABAD DISTRICTS OF GUJARAT STATE WITH REFERENCE TO RIGHT TO EDUCATION ACT"

ANJALI PAHAD, RUMA CHOKSHI & URVASHICHAUBE

Professor, Teaching Assistant, Research Scholar, Department of Extension & Communication, Faculty of Family & Community Sciences, The Maharaja Sayaji Rao University of Baroda, Vadodara, Gujarat, India

### ABSTRACT

The Right of Children to Free and Compulsory Education Act, 2009- An Act to provide for free and compulsory education to all the children of the age of three and fourteen years. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. **Article 21-A and the RTE Act came into effect on 1 April 2010.** The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act. (Source: <http://mhrd.gov.in/rte>)

**KEYWORDS:** RTE Act, Compulsory Education, Fundamental Child Right as Enshrined & Free Education

### INTRODUCTION

**Main Features of the RTE Act 2009: According to ASER (2013): Following Were the Features of the RTE Act**

- Every child in the age group of 6-14 has the right to free and compulsory education in a neighborhood school, till the completion of elementary education.
- Private school will have to take 25% of their class strength from the weaker section and the disadvantaged groups of the society through a random selection process. Government will fund education of these children.
- No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower).

- All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an Academic Authority. Teachers in all schools will have to subscribe to these norms within 5 years.
- No donation and capitation fee is allowed.
- No admission test or interview either for child or parents.
- No child can be held back, expelled and required to pass the board examination till the completion of elementary education.
- There is provision for establishment of commissions to supervise the implementation of the act.
- A fixed student and teacher ratio is to be maintained.
- All schools have to adhere to rules and regulations laid down in this act, failing which the school will not be allowed to function. Three years moratorium period has been provided to school to implement all that is required of them.
- Norms for teachers training and qualifications are also clearly mentioned in the act.
- All schools except private unaided schools are to be managed by School management Committees with 75% of parents and guardians as members.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings.
- Prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- Appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- Prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

(Source: <http://mhrd.gov.in/rte>)

### Key Efforts for the Implementation of the RTE Act 2009

One of the unique features of the RTE Act is that it has very clearly put down a deadline for its implementation. It

specifies that within three years from the date of enactment, all the provisions except for qualified teachers should be met and that the latter should be fulfilled by 2015. Towards this end, government has taken the following steps:

- Revised the SSA Framework in 2011,
- Brought out the National Curriculum Framework for Teacher Education (NCFTE) in 2009,
- Established the monitoring arm of RTE implementation by strengthening the RTE division of National Commission for Protection of Child Rights (NCPCR),
- Mandated the Central Advisory Board I for Education (CABE) to review the status of implementation periodically and more importantly ensured that all States notified RTE State rules.
- Pupil Teacher Ratio norms (These vary with school type, whether primary or upper primary, and number of children enrolled);
- All-weather building;
- At least one classroom for every teacher;
- Barrier free access;
- Office-cum-store-room-cum-Head teacher's room;
- Separate toilets for boys and girls;
- Safe and adequate drinking water facility for all children;
- Arrangements for securing the school building by boundary wall or fencing;
- Kitchen shed where mid day meal is cooked in the school;
- Library providing newspaper, magazines and books on all subjects, including story books;
- Teaching learning equipment to be provided to every class, as required;
- Play material, games and sports equipment to be provided to every class, as required.

*(Source: ASER report 2013; A Draft Report by RTE Forum 2013)*

According to **RTE Forum Report (2013)**, RTE Forum has brought together the education networks, teachers' unions/associations, agencies and organizations working in the field of education both at State and National level together to strengthen the mass movement and to undertake focused right based advocacy to achieve the aim of equitable and quality education for all children. The emphasis has been on the implementation of the RTE Act throughout the country by means of critical engagement with government in order to put education on the political agenda and to build synergy among various state level organizations, for inclusion with community mobilization and awareness. In order to ensure a strong and prosperous future of the country, it is important for the country to nurture children and young people with the right education. Keeping in mind the above discussion it was decided to "Monitoring of the selected Government Primary Schools of Vadodara, Anand and Ahmedabad districts of Gujarat State with reference to Right to Education Act."

## OBJECTIVES OF THE STUDY

To monitor the infrastructural facilities available at the selected government primary schools of the three selected districts of Gujarat State with reference to following aspects:

- Boundary wall
- Toilets facility
- Drinking water facility
- Classroom/Library facility
- Barrier free accessibility
- Mid day Meal related facility

To monitor the quality of learning amongst the students studying in the selected government primary schools of the three selected districts of Gujarat State.

To monitor the enrollment of the students of the selected government primary schools of the three selected districts of Gujarat State.

To monitor the functionality of the School Management Committee of the selected government primary schools of the three selected districts of Gujarat State.

## ASSUMPTIONS OF THE STUDY

- There are government primary schools in the three selected districts of Gujarat State.
- The District Primary Education Officers of the three selected districts of Gujarat State will give permission to monitor the selected government primary schools undertaken for the study.
- The principals and teachers of the selected government primary schools will provide necessary information related to the present study.

## METHODOLOGY OF THE STUDY

**Population & Sample:** The population of the study consisted of Government Primary Schools of the Gujarat State. The sample of the study comprised of Government Primary Schools of 3 randomly selected districts of Gujarat State, namely **Vadodara, Anand and Ahmedabad**. In present study these three districts were covered and from every one district **ten Government Primary Schools** were selected using random sampling technique for data collection. The total numbers of Government Primary Schools covered in this study were thirty schools from three selected districts of Gujarat State.

**Data Collection:** Before starting the data collection the investigator took the **written permission from higher authorities i.e. District Primary Education Officers** from each selected district of Gujarat State, namely Vadodara, Anand and Ahmedabad; for visiting the selected Government Primary Schools of the three selected districts of Gujarat State. The data was collected through structured questionnaire from thirty Government Primary Schools of three selected

districts of Gujarat State.

**Plan for Statistical Analysis:** The data was analyzed quantitatively and qualitatively by the investigator. The data was analyzed in term of Frequency and Percentage Distributions of 30 Government Primary Schools of 3 selected districts for the present study.

## **MAJOR FINDINGS OF THE STUDY**

### **Boundary Wall or Fencing in the Schools**

- Cent percent schools of Anand and Vadodara districts and majority of the schools of Ahmedabad district had boundary wall.
- Cent schools of Anand and Vadodara districts and majority of the schools of Ahmedabad district had permanent wall as boundary wall.

### **Toilet Facility in the Schools**

- Cent percent schools of three selected districts had toilets located in their school premises.
- Cent percent schools of three selected districts had separate toilets for boys and girls.
- High majority schools of Anand district only had proper proportion of toilets in regards to their school strength.
- Cent percent schools of Ahmedabad district and high majority of Anand and Vadodara districts schools had kept all the toilets opened which were used by the children.
- Little more than half of the schools of Anand and Vadodara districts did not have separate toilets for the disabled children. While little more than half of the schools of Ahmedabad district had that facility.
- Cent percent schools of Vadodara district and majority of the schools of Ahmedabad and Anand districts had running water facility in their toilets.
- Majority of the schools of Ahmedabad district had no soaps for washing hands in their toilets. While one-sixth schools of Vadodara and one-fifth schools of Anand had soaps for washing hands in their toilets.
- High majority schools of all the three selected districts had doors in all the toilets for safety and privacy.
- High majority schools of all the three selected districts had clean working method of disposing waste.
- High majority schools of Vadodara and Ahmedabad districts had facility of cleaning the toilets regularly and one-sixth schools of Anand district also had this facility.
- In cent percent schools of Anand and Vadodara districts and more than half of the schools of Ahmedabad district the responsibility of cleaning the toilets were taken by the sweepers.

### **Drinking Water Facility in the Schools**

- Cent percent schools of Anand and high majority of the schools of Ahmedabad and Vadodara had availability of safe and adequate drinking water facility within school premises.
- Cent percent schools of Vadodara district had other sources of drinking water. High majority schools of

Ahmedabad district were using water stored in an overhead tank supplied by local authority. And one-fifth schools of Anand district also had other sources of drinking water.

- More than half of the schools of Vadodara district and one-fourth schools of Anand district had checked the regularity of safety and quality of water once in a month. One-fourth schools of Ahmedabad district get safety and quality of water checked in 3-6 months.
- In majority of the schools of Anand and Ahmedabad districts, drinking water is cleaned once in a month. One-fourth schools of Vadodara district never get the drinking water cleaned.

#### **Existence of Classrooms and Facilities in the Schools**

- Cent percent schools of Vadodara district and majority of the schools of Ahmedabad and Anand districts had separate classroom for each class.
- Cent percent schools of Anand, majority schools of Ahmedabad and one-fifth schools of Vadodara districts had separate room for head master.
- High majority schools of Vadodara and Anand districts and one-fifth schools of Ahmedabad district did not had staff room for teachers.
- High majority schools of Vadodara and Anand districts and one-fifth schools of Ahmedabad district had computer room.
- More than half of the schools of Anand and Vadodara districts and one-fifth schools of Ahmedabad districts had space for assembly.
- Majority schools of all the three selected districts did not have library in their schools. They do have library materials but there is no availability of separate room for it.
- High majority schools of Anand and Vadodara districts and one-fifth schools of Ahmedabad district had availability of play materials and games in their schools.
- Little more than half of the schools of Anand district and one-fifth schools of Vadodara and Ahmedabad districts had sports equipments available in their schools.
- Cent percent schools of Vadodara and majority of the schools of Anand and Ahmedabad districts were having playground.

#### **Quality Learning in Schools**

- More than half of the students from Vadodara and Ahmedabad districts and one-fifth students of Anand district had achieved the grade level speaking ability.(N=600,n=200 each)
- More than half of the students from all the three selected districts had achieved the grade level reading ability.
- Majority of the students from Vadodara district and little more than half of the students from Anand and Ahmedabad districts had achieved the grade level writing ability.
- Cent percent schools from Vadodara and Ahmedabad districts and majority of schools from Anand districts had

availability of Science teacher.

- Cent percent schools from Vadodara and Ahmedabad districts and little more than half of the schools from Anand district had availability of Mathematics teacher.
- Cent percent and high majority of the schools from Ahmedabad and Anand districts had availability of Social Science teacher.
- High majority of the schools from all the three selected districts had availability of Language teacher.
- Cent percent schools from all the three selected districts had availability of Head teacher.
- In cent percent schools of Anand and Ahmedabad districts and high majority schools of Vadodara district did not had availability of part time Art Education teacher.
- In cent percent schools of Ahmedabad district and in high majority schools of Anand and Vadodara districts did not had availability of part time Health and Physical Education teacher.
- In cent percent schools of three selected districts did not had availability of part time Work Education teacher.

#### **Barrier Free Access in the Schools**

- Majority of the schools of Anand and Ahmedabad districts and one-fourth schools from Vadodara district did not constructed ramps for entry to the schools.
- Little more than half of the schools from Anand district had constructed ramps for the classroom. While little more than half of the schools from Vadodara and one-fifth schools from Ahmedabad districts had ramps constructed at some places.
- High majority of the schools from Vadodara and one-fifth schools from Anand districts had no ramps for the toilets. While one-fifth schools from Ahmedabad district had ramps at some places for toilets.
- High majority schools from Vadodara and one-fourth schools from Anand districts had no ramps for the access to the playground. Only one-fifth schools from Ahmedabad had ramps at some places for the access to the playground.
- Cent percent schools from Vadodara and Ahmedabad districts and high majority schools from Anand district had no ramps for the access to library.
- Little more than half of the schools from Anand district and one-fifth schools from Ahmedabad district had rails on one side of the ramps. One-fourth schools from Vadodara district had no rails for the ramps.
- In cent percent schools from all the three selected districts have made no provision for easy access of school premises to visually impaired students.

#### **Library Facility in the Schools**

- In cent percent schools of all the three selected districts had textbooks available in the library for children.
- Cent percent schools from Ahmedabad and high majority schools from Anand and Vadodara districts had books

and materials for all subjects available in the library.

- Little more than half of the schools from Ahmedabad and one-fifth schools from Vadodara districts had library with educational games to some extent. In one-fifth schools from Anand educational games were there.
- High majority of the schools from Anand and one-fifth schools from Vadodara districts had Children's Magazines/ Newspaper in the school library. One-sixth school from Ahmedabad district had to some extent.
- Cent percent schools from Vadodara and Ahmedabad and high majority schools from Anand had books & periodicals available in local language.
- Cent percent school from all three selected districts had provision for issuing books to children.

#### **Mid-Day Meal Facility in the Schools**

- In cent percent schools from Ahmedabad and high majority schools from Anand, the Mid Day Meal was cooked inside the school. In cent percent schools from Vadodara the Mid Day Meal was cooked outside the school.
- High majority schools from Ahmedabad and one-fifth schools from Vadodara and Anand districts did not have kitchen room in school premises.
- Cent percent schools from Anand and Ahmedabad and one-fifth schools from Vadodara districts did not have store room available in their school premises.
- More than half of the schools from Ahmedabad and one-fifth schools from Vadodara districts had Kitchen shed within School premises. While more than half of the schools from Anand did not have Kitchen shed within school premises.

#### **Enrolment of the Children in the Schools**

- Cent percent schools from Vadodara and Ahmedabad and high majority schools from Anand districts had conducted school mapping and the household survey.
- Cent percent schools from Vadodara and Ahmedabad and high majority schools from Anand districts children living in 1 km radius were enrolled in primary schools.
- Cent percent schools from Vadodara and Ahmedabad and majority schools from Anand districts children living in 1 km radius were enrolled in upper primary schools.
- The enrollment of children in Class I in last 6 years was highest in the district of Ahmedabad followed by Vadodara and Anand at lowest.
- The enrollment of children in Class VI in last 6 years was highest in the district of Ahmedabad followed by Vadodara and Anand at lowest.
- The enrollment of children in Class VIII in last 6 years was highest in the district of Anand (as VIII was there from 2010) followed by Vadodara and Ahmedabad at lowest.
- SC/ST students were highest in last 6 years in the district of Ahmedabad followed by Vadodara and Anand at lowest.



- Highest number of enrolled teachers in last 6 years was found in the district of Ahmedabad followed by Anand and Vadoadara at lowest.
- The total number of children in schools in last 6 years was found highest in the district of Anand followed by Ahmedabad and Vadoadara at lowest.
- Highest funds allocated to schools in last 6 years for infrastructural development was found in the district of Ahmedabad followed by Anand and Vadoadara at lowest.

#### **School Management Committee in the Schools**

- Cent percent schools of all the three selected districts had constituted SMC.
- Little more than half of the schools from Vadodara district had constituted SMC in the year of 2009-2010. One-fifth schools from Anand and one-fourth schools from Ahmedabad had constituted SMC in the year of 2010-2011.
- Majority schools from Anand and Ahmedabad had 13-15 members in their SMC. In Vadodara one-sixth schools had 10-12 members in their SMC.
- Cent percent schools of all the three selected districts had 1-6 father members in their SMC.
- Cent percent schools from Vadodara and high majority schools from Anand and Ahmedabad had 1-6 mother members in their SMC.
- Majority of the schools from all the three selected districts had Local Authority, Teachers, Head Teachers and Local Educationalist as members in their SMC.
- Cent percent schools from Vadodara, one-sixth schools from Ahmedabad and one-fifth schools from Anand had displayed SMC members list in their school.
- One-sixth schools from Vadodara conducted meeting 6-10 times in last one year. One-fifth schools from Anand and Ahmedabad conducted meeting 11-15 times in last one year.
- Majority of the issues raised in SMC meeting were related to irregularity of student's and infrastructural development.
- Cent percent SMC members of all the schools of Ahmedabad and high majority of SMC members of the schools from Anand and Vadodara had received training.
- One-sixth schools from Anand and one-fifth schools from Vadodara and Ahmedabad had received training through State Education Authorities.

#### **CONCLUSIONS**

The RTE Act 2009 passed by Indian Parliament mandates free and compulsory education for all the children under the age group of 6-14 years. However there is an important concern over the implementation of RTE Act. The government has done its part by implementing the RTE Act. Overall the study can be concluded that the selected schools had fulfilled the RTE norms and standard laid down under the act. While some schools do have scarcity of teachers and

classrooms and problems related to infrastructural development. The basic infrastructure exists with required manpower in the form of teachers. However in spite of this, big question still remains i.e. maintenance and up keeping of the facilities. The failure of RTE act lies to some extent in improper maintenance of the existing facilities. In order to upkeep the facilities except from the stakeholders of RTE act i.e. NCPCR, SCPCR and SSA, some NGO must be entrusted with the responsibility to maintain the school in consultation with SMC. The government shall give some remuneration for such work done by NGO in the form of grant which also encourages other organization to be a part of it. Further on order to encourage rich people or business house to adopt the school for maintenance work then they must be allowed to use their name together with school name. A yearly event taluka wise must be held where best maintained school and even those who were part of it i.e. NGO or business house must be awarded so as to encourage maximum private participation. The combined efforts of all institutions/organization private/government will provide better result of the implementation of RTE act. The private sector can also take initiatives under their CSR activity to maintain the proper development of schools under RTE in their specific area. The universities and other institutions and organizations should conduct research to know the lacunas of the act and to try to overcome it. Government can prepare some target oriented objectives as millennium development goal for the proper implementation of the act; so as to achieve the Universal Elementary Education. Even the youth of our country can also be part of it by disseminating the awareness about primary education for all by conducting campaign especially for the people who are illiterate and who belong to vulnerable and disadvantaged group. The children suffer in their education because of illiterate parents. A special attention should be drawn for bringing down the female illiteracy. The budget for the implementation of the RTE act throughout the country is just half of the amount spent on the 2010 Common Wealth Games (Rai R 2012). So the funds also are scarce for the proper implementation of the act. Government needs to provide the sufficient funds to the schools as per their requirements. If government can spend more money for rectifying lacunas in implementation of RTE norms, then it is easy to achieve Universal Elementary Education.

All private schools have to reserve 25% of their seats for disadvantaged group as per the act. Private schools also have to follow this norm strictly. If in case the school did not follow this norm then government shall take some strict action towards them. Government can make some strict rule for those parents who do not send their children to school. For e.g., not giving the advantage of various government schemes to such families. This will make some difference in their thinking process. Co-ordination between various government agencies and NGO agencies can bring a better result of this act. Combined efforts from all sections of the society may help in achieving the Universal Elementary Education

## REFERENCES

1. Annual status of education report(2013), "status of implementation of the RTE act: Chhattisgarh, Madhya Pradesh and Rajasthan", p.p 4-6 <https://socialissuesindia.wordpress.com/>
2. <http://www.rijadeja.com/for-teachers/rte-act-2009-in-gujarati-pdf>
3. [Righttoeducation.in/resources/states/Gujarat](http://righttoeducation.in/resources/states/Gujarat)
4. <http://righttoeducation.in/resources/states/gujarat>