



## **EFFECTIVENESS OF RIGHT TO EDUCATION ACT 2009 IN PRIMARY AND UPPER PRIMARY SCHOOLS OF DISTRICT ALMORA, UTTARAKHAND: AN EVALUATIVE STUDY**

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### **Abstract**

*The Right to Education Act, a fundamental right provides for free and compulsory education for every child between the age group of 6-14 years. While the Act has made the State responsible for educating each and every child, it has restricted the agencies that can provide education. Section 19 of the Act states “Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the RTE schedule, it shall take steps to fulfil such norms and standards specified in the schedule at its own expenses within a period of 3 years from the commencement of the Act”. According to this, both the recognised and unrecognised schools will have to meet the new norms for recognition under the RTE Act. The unrecognised schools would additionally have to meet the present State norms for recognition. In the light of it, the paper aims to explore the effectiveness of the RTE Act in the Almora district of Uttarakhand.*

**Keywords:** Elementary Education, Right to Education (2010), rights based approach to education

### **I. Introduction**

The Constitution of India aims to establish not only political democracy but also socioeconomic justice to the people to establish a welfare state. The World Declaration on Education for All in 1990 and the World Education Forum in Dakar in 2000 reaffirmed the right to learn and a commitment to meet the basic learning needs of all people by expanding learning opportunities and working for a fully literate society. 164 countries reaffirmed the vision of the World Declaration on Education for All (Jomtien, 1990), that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. Four of the six goals that the global community committed to achieve until 2015 encompassed life-long learning and education--from early childhood or pre-primary education, to primary schooling, to appropriate learning and life skills for young people, to adult literacy and continuing education.

In tune with the International agendas and being a signatory to several international declarations, India introduced the Right to Education act as the seventh fundamental right to ensure that all the children between the age group of 6 to 14 years get education despite all odds. The act focused not only on providing access to the children to the schools but also made provisions for their success at the elementary level. The article 21 (A) states “*The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.*” The right to education allows each child to receive instruction, to enjoy a social life, and to build his or her own future. This right is essential for economic, social and cultural development. Keeping these in mind, the paper attempted to evaluate the effectiveness of Right to Education Act 2009 in primary and upper primary schools of district Almora, Uttarakhand.

## **II. Objectives of the Study**

The study was conducted to achieve the following objectives:-

- To obtain the opinion of Head teachers, teachers about various aspects of the scheme.
- To study the effectiveness of the RTE in relation to free and compulsory education.
- To study the impact of Right to education on achievement i.e.
  - a) Enrolment
  - b) Fees
  - c) Dropout
- To study the available of infrastructure facilities related to implemented of right to education of:-
  - a) Rooms infrastructure
  - b) Teachers
  - c) School Management Committee
  - d) Library
- To provide suggestion for making Act more effective.

## **III. Research Design**

The present study was aimed at finding out the problems of implementation of Right to Education of elementary school of district Almora in Uttarakhand. Descriptive survey method was used to obtain persistent and precise information concerning and current status of the phenomenon and to draw valid general conclusion from the fact discovered.

- **Sample**

The sample in the present study was obtained by using by Quota sampling technique. The population was first segmented into mutually exclusive sub-groups, just as in stratified sampling. Then judgement was used to select the subjects or units from each segment based on a specified proportion. As it was impossible to include all the Government Elementary School of District Almora, Uttarakhand, therefore only forty schools were selected by the investigation of the District Almora, Uttarakhand according to the sample. There were 25 Head of the Institutions and 100 Teachers of the elementary school.

- **Tools Used**

In the present study, the investigator used two self-constructed questionnaires (one for the principals and the other for the teachers), for the collection of data. To collect relevant information i.e. availability human resource, infrastructure available, administration, problems, priorities, incentives provided by the Govt. Etc. from the selected school.

- **Analysis of the data**

The obtained information was tabulated and organised in the form of frequencies and the tabulated data was further analysed use simple statistical techniques such as percentage.

#### **IV. Findings of the Study**

##### ***Major Finding of the Study Based on the Head Teachers Perception***

- As per the norms of RTE, 2009. 68 Percent of Head teachers reported per pupil ratio of 1:30 as advocated by RTE Act, 2009. Whereas a few (32 percent) of head teachers reported that class size was larger than which was against the norms of RTE, 2009.
- All the Head teachers reported that all the teachers appointed in their school possess minimum qualification prescribed by NCTE.
- All the Head teachers reported that they give Twenty Five percentage (25 Percent) seats to those students who belong to poor families as advocated by RTE Act 2009 by their school.
- All the Head teachers agreed that they complete Two Hundred (200) working days of teaching class 1 to class 5th.
- All Head teachers agreed that they have the teachers who appointed, for upper primary level (VI-VIII) fulfil the basic qualification,(B .Ed/D. Ed. etc).
- A large majority of head teacher agreed that they admitted their students in their school on the basis of birth certificate issued as per Birth, Death and Marriages Registration Act, 1886 and some of head teachers do not agreed with this notion.

- All the Head teachers agreed that they do selection of children for admission made on random basis.
- A few head teacher reported that capitation fee is charged from students whereas Majority of (84 Percent) Head teachers reported that they do not charge any caption fee from students.
- Majority of Head teachers (64Percent) denied that their school is totally managed by SMC, and remaining 36 Percent of Head teachers agree that their schools is not managing totally by SMC as advocated by RTE, 2009. It concluded that the SMC is prepare just in paper and not functioning well.
- All the Head agreed on the notion that 75 Percent members of SMC are the parents or guardians of children studying in their school, which is as per RTE, 2009 norm.
- Majority of Head teachers (80Percent) agreed that there are 50Percent women in a total of 75 Percent parents/guardian of children from disadvantage group in the SMC of their school where as 20Percent of Head teachers do not agreed with this notion.
- When asked about admitting child in particular class according to his age. 52 Percent of Head teachers agreed that they admit a particular child in particular class according to his age where as 48Percent of Head teachers do not agreed with this idea which was against RTE,2009 Act.
- 48 Percent of Head teachers of government schools situated in Almora District of Uttarakhand agreed that they admit any student in their school without any proof of his age where as 52 Percent of Head teachers do not agreed that they do not admit any student in their school without any proof of his age.
- A large majority (88Percent) of Head teachers agreed that they admit the child in between the academic session at any time where as 12Percent of Head teachers denied that they do not admit the child in between the academic session at any time.

***Major Finding of the Study Based on the Teachers Perception***

- A few (18 Percent) of teachers agreed that they follow the minimum number of Forty Five Hours (45) of working days per week where as 82Percent of teachers do not agree that they do not follow the minimum number of Forty Five Hours (45) of working days per week.
- Teachers of the government schools were not taking any private tuition.
- All teachers reported that the Right to Education is related to Free and Compulsory Education.

- All teachers agreed that they provide Primary Education to the age group of children of Six to Fourteen years.
- All teachers interviewed reported that every child have to complete elementary education before taking any board examination.
- Majority of (98Percent) teachers agreed to that statement of Right to education, “Child belonging to weaker section” means a child belonging to such parent or guardian whose income is lower than the minimum limit specified by the appropriate Government by notification where as 2 Percent of teachers do not agreed with this statement.
- Majority of teachers reported that Elementary education should be so flexible that it can fulfil to the needs of changing societies and communities.
- Majority of teachers reported that Some low level of punishment should give to children to enhance their level of performance in studies,
- Majority of teachers reported that students of 1 to 8 standards are provided teaching learning equipment as per their requirements which are helpful in making teaching effective.
- Majority of teacher consider teaching as his duty to respect the dignity, rights and academic freedom of students.
- Majority of teachers (76Percent) agreed that their SMC prepare and recommend school development plans.
- Majority of teacher responded that Chairman and Vice-Chairman of SMCs should be the parents of students.
- When the interviewer asked that statement “whom you consider the best suited person for the post of Chairman and Vice-Chairman” out of 3,2 teachers consider to Gram Pradhan. It means 66.667Percent (67Percent) teachers agree that the Gram Pradhan will be the best suited person for the post where as only a teacher considers to Head Teacher. It means 33.334Percent (33Percent) teacher agree that the Head Teacher will be the best suited person for this post.
- Majority of teachers reported the meaning of term, “Guardian” in relation to a child, as a person having the care and custody of that child and include a normal guardian or guardian appointed or declared by a court or a state.
- Almost all school provide library facility of newspaper etc.
- Majority of schools provide safe water facility. Whereas a few schools were lacking this facility.

- There were separate toilet facilities for boys and girls in majority of schools of Almora district of UK.
- There was single classroom for a class in about fifty percent of schools whereas in rest of schools two or three classes were taken in a single room
- Most of the schools have kitchen facility for mid day meal.
- Most of the teachers were aware about the term, “parent”.
- Most of the teachers agreed that Jammu and Kashmir is not following the Right to Education Act 2009.
- Majority of the teachers complete the curriculum well in time.
- Majority of teachers agree that there should be regular meeting with parents/guardians to discuss the performance of students in curricular and co-curricular activities.
- Majority of teacher agree that curriculum and evaluation procedure is helpful in the all round development and building up child’s knowledge, potentiality.
- Majority (95 Percent) of teachers consider curriculum related to learning through activities, discovery and exploration important.
- Most of the teachers (91 Percent) supported CCE.
- Majority of teacher (97Percent) support that Mother tongue should be the medium of instruction.
- Most of the teachers reported that they make children free from fear, trauma, and anxiety and helping the child to express their views freely agreed.
- When the interviewer asked that statement “Are you in a position to make children free from fear, trauma, and anxiety and helping the child to express their views freely? Out of 20, 9 teachers (43%) said that they give the respect to teachers and 8 teachers (42%) said that they get fear due to Class and home-work and 3 teachers (15%) said that due to the subject.
- All the teachers agreed that it is good every child should be awarded a certificate after the completion of his elementary education.
- All teachers agreed about that there should be children’s rights advocated by Indian Government be followed by the elementary education institutions.

## **V. Conclusion**

The investigation revealed that majority of the teachers of the elementary schools are well versed with the RTE Act, 2009 and the norms described under it.

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