

Elementary Education and RTE: A Study of Selected Districts of Odisha

ABSTRACT OF Thesis

SUBMITTED TO THE
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
LUCKNOW

BABASAHEB
BHIMRAO
AMBEDKAR
UNIVERSITY



प्रज्ञा शील करुणा
ESTABLISHED 1996

FOR THE AWARD OF THE DEGREE OF
Doctor of Philosophy
IN
SOCIOLOGY

SUBMITTED BY
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Enrolment No- 1219/15

UNDER THE SUPERVISION OF
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DEPARTMENT OF SOCIOLOGY
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UTTAR PRADESH, INDIA

2021

ABSTRACT

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Overview

Elementary education, in particular, is the substance on which people's development and the nation as a whole depend. However, making elementary education available for all children in India has remained a major challenge for Indian states. In fact, the quality of elementary education in India has been a major cause of concern for the Indian government even after more than seventy years of independence. Elementary education in India means eight years of schooling from the age of six to the age of fourteen, i.e., from class I to VIII. After independence, free and compulsory elementary education was enshrined in the Directive Principle of State Policy as a non-justifiable right, which the Indian states endeavour to implement. To transform this dream into a reality, India introduced the Right of Children to get Free and Compulsory Act 2009. The Act came into force on date- 1st April 2010 in most of states all over India and it spots from that period as a historic moment for the children. RTE helps as a component to promise that every child is guaranteed quality education in elementary education. Some programmers have been partially successful, but some have failed. A lot of problems have crippled Indian society and poverty is one of the main obstacles on the way to India's progress. In spite of all the efforts of the Indian government, the educational scenario has not improved much.

Odisha is confronted with the challenge of providing quality elementary education to all children. Despite the implementation of the RTE Act, problems related to elementary education in Odisha including those of enrolment of children, retention, drop-out, infrastructure facilities, and quality of education are persisting. To understand the elementary education scenario and RTE in two districts of Odisha i.e., Kendrapara and Koraput districts, all the factors have analysed closely. Against this backdrop, this chapter provides the details of statement of the problems, conceptual framework, objectives of the study and hypothesis, methodology, and sampling, and chapters of scheme.

Statement of the Problems

Elementary education is considered essential for the growth of an individual and the development of modern society. It is very much needed in a democratic society that requires an enlightened citizenry for its proper functioning and development. After independence, India became a democratic republic. A provision for unrestricted and compulsory elementary education for eight years of school education of every child up to 14 years old was made under the Directive Principles of the State Policy given in the constitution of Indian.

The overall literacy rate as per Census 2011 is 73.5 percent in Odisha which is marginally behind the national average of 74.04 percent. Many issues have created obstacles in the way of implementing elementary education, such as shortage of funds, insufficient teacher availability, the appointment of teachers, especially lady teachers, single classroom, no office room in schools, no kitchen room, no dining hall, no toilet, no separate toilet for girls, no common room for students, illiterate parents, parental negligence, no proper supervision by concerned authorities, heavy corruption, defective curriculum, non-education work-load on teachers, static nature of teacher's salary, insufficient budget for MDM, lack of counselling, lack of non-teaching staff, caste and gender discrimination, sexual abuse, involvement of girl children in domestic work during school timing, teachers are living far away from school, political influence in matters of school, poverty, etc. However, it needs to be found out how the RTE Act has been implemented in Odisha, what has been its impact, and what are the problems still being faced in elementary education in the state. It also needs to be examined whether the scenario exists is the same across regions in Odisha.

Conceptual Framework

It is appropriate, here, to briefly specify the conceptual framework of the study, which deals with elementary education, RTE, and certain important schemes and provisions associated with universalisation of elementary education. Five major key terms have discussed in this study like **Elementary Education, Right to Education (RTE), Mid-Day-Meal (MDM), Sarva Shiksha Abhiyan (SSA), School Management Committees (SMC).**

Objectives of the Study and Hypothesis:

- iv. To know the RTE provisions and related schemes introduced for universalisation of elementary education (UEE) in Odisha.
- v. To examine the implementation of the RTE Act in selected districts of Odisha.
- vi. To find out the status of quality of elementary education in the light of RTE in the selected districts of Odisha.

The hypotheses of the study are as follows:

- iv. The RTE provisions and related schemes introduced in Odisha are comprehensive in nature, if it became successful, may attract the students to school.
- v. The implementation of the major provisions of the RTE Act in the selected districts of Odisha is far from satisfactory;
- vi. the impact of RTE in improving the quality of elementary education varies across districts in Odisha.

Methodology and Sampling

This study on elementary education and RTE focuses on selected districts of Odisha. Two districts of Odisha have been chosen for in-depth investigation on the basis of the criteria of literacy rate and development one district is economically developed and with high literacy rate, and the other with low economic development and low literacy rate. Here, the selected districts are Kendrapara and Koraput districts in Odisha.

Sample-

In Kendrapara block there is 80 upper primary school, and there are 50 schools in Koraput block. Total of 4 schools was selected from two blocks for the purpose of this study. Two upper primary schools have been randomly selected from each selected block. 14 teachers were working in 2 selected Upper Primary Schools in Kendrapara block and 17 teachers were working in 2 Upper Primary Schools in Koraput block at the time of data collection during the 2017-18 academic year. So, total of 31 Upper

Primary School teachers was there for the study. But a sample of only 27 teachers, including 4 Headteachers, of four, provincialized Upper Primary Schools of Kendrapara and Koraput blocks, could be approached for the study.

Moreover, there are 82 students' students from two schools of Kendrapara Block and there are 225 students from two schools of Koraput Block. The schools chosen from Kendrapara Block were Jagannath Upper Primary School and Mahipal Upper Primary School. The schools chosen from Koraput Block included Lahuriguda Upper Primary School and Pujariput Upper Primary School.

Data Collection

The study used both quantitative and qualitative research techniques for data collection. The data for the study were founded from both sources like primary and secondary. The primary data sources consist of interview schedules for students, an Interview guide for school management, and interviews with the parents of the students, teachers, and SMC members, concerned officials of the school department, education experts, and elected representatives of the study area.

For collecting data, the researcher visited each of the selected schools personally and gave the interview guide for school management to Head Masters of the sample schools and the researcher herself filled up the interview schedule for students by contacting the students of the sample schools. The researcher also visited the experts personally and use the interview schedule for getting relevant information regarding upper primary education. Interview schedules were pre-tested in the pilot study then it was revised in light of the field situation. Interview schedules were set in English for the interviews with students, Head Masters, teachers, parents, members of the PTA, and the SMC. During the fieldwork, the researcher was staying in the nearest village of all sample schools. Informal discussion was held with the other community members for cross-validation and substantiation. This was supplemented by observations regarding the attitude of the members of the village community towards primary and upper primary education.

Secondary sources have used for the study include relevant books, journals, articles, reports, etc. Some important data have collected from the district office of District

Primary Education Programme (DPEP) and Sarva Siksha Abhijan (SSA), State Council of Educational Research and Training (SCERT) office, and the Regional Institution of Education under the National Council of Educational Research and Training (NCERT) which offices have situated in the capital of Odisha.

Data Analysis:

Most of the data are quantitative in the study. The aim of the study was to compare the status of elementary education and the implementation of RTE in Kendrapara and Koraput districts of Odisha. For that, averages and percentages have been computed by using SPSS 22 and MS Excel. To make the comparison more fruitful and simple to understand, fields, figures were plotted for visual analysis.

Chapters Scheme

Chapter 1: Introduction

The chapter explains the 'Introduction' which provides details about the significance of the topic, statement of the problem of study, conceptual framework, objectives and hypothesis, methodology, and sampling.

CHAPTER 2: Elementary Education and RTE: A Review

The Chapter is captioned 'Elementary Education and RTE: A Review'. It gives a brief overview of the literature pertaining to elementary education and RTE, covering global, Indian, and Odisha contexts, Concluding observation.

Chapter 3: Profile of the Study Area and Background of Students

A brief 'Profile of the Study Area and Backgrounds of Students' has presented in Chapter III.

Chapter 4: 'RTE' Provisions and Schemes in Odisha

The details of 'RTE Provisions and Schemes in Odisha' has discussed with the concluding observation of this chapter in Chapter IV.

CHAPTER 5: Implementation of ‘RTE’ and Elementary Education

The status of ‘Implementation of RTE and Elementary Education’ has analysed along with the concluding observation of this chapter in Chapter V, which is based on field data collected from the selected schools of Kendrapara and Koraput districts in Odisha.

Chapter 6: ‘RTE’ and Quality of Elementary Education

The existing situation relating to ‘RTE and Quality of Elementary Education’ has examined with the concluding observation of this chapter in Chapter VI, which is based on field data collected from the selected schools of above mentioned two districts of Odisha.

Chapter 7: Summary and Conclusion

Lastly, Chapter VII deals with the summary and conclusion of the study. Briefly many problems have discussed in this chapter. Universalization of elementary education and implementation of RTE are trying to get success in a satisfactory level but some major barriers are making slow the development of elementary education in both districts of Odisha.

The elementary education is the base for the development of all citizen. Education is a most powerful means to bring about harmonious development in the society for making the state strong. Elementary education plays an important role in the student’s future. According to RTE Act 2009, the Indian constitution has given rights to all children to complete free education and compulsory from the age of 6 to 14 years old in elementary education. And this RTE act 2009 was passed in parliament by Ex. P.M Dr. Manmohan Singh. Therefore, it is most crucial that, access, as well as fairness, work jointly in order to make universalization of elementary education. To reach the targets of universalization of elementary education, all the state governments strive much within the ways & means available to all the children of India and have achieved remarkable success. Yet, there are miles to go to reach satisfaction level in Odisha. Because of, both governments were adopted this sunshine RTE Act 2009 as a fruitful and adequate step to bring all children from every nook and corner to the

arena of school in this country. Many efforts are put by the government through various seminars, conferences, projects, programs, schemes & strategies. Almost all programs, plans and policies' purpose at bridging gender as well as social breaks in enrolment, reserve, and learning success at the elementary school point. This study is an attempt to compare the status of Kendrapara district and Koraput district of Odisha, in the area of elementary education, with a view to cover growth along with development. The proposed study was undertaken with a view to cover multi topics comparisons together, for Kendrapara district and Koraput district of Odisha. The title of the study was - **Elementary Education and RTE: A Study of Selected Districts of Odisha**. The objective defined was to identify and to compare the status of elementary education and RTE of Kendrapara district and Koraput district of Odisha with respect to different variables (aspects) for various school structures of the year 2017-18 along with to work out some recommendations for the development of elementary education in Odisha.

In our Country, there were total 28 states and 07 union territories. 28 states were considered as population for the study. Out of 28 states of our country, Kendrapara district and Koraput district of Odisha state were selected as a sample for this study. Here, the selection of the sample was purposive. The states which have the same pattern of elementary education were considered as the sample for the study as the purposive sampling technique was used for the selection of the sample. This study was a documentary survey type study. The entire data were available in the form of Interview Schedules. Hence, the Interview Schedules were treated as a tool during the field work. The information of **enrolment, dropout rate, and enrolment of over-age students under special learning process** were collected from sample schools' Class Attendance Register of two academic sessions like 2009-10 and 2017-18. The data collected for 70 different variables (aspects) were categorized into seven (7) main categories as – **personal information, socio-economic background of student/respondent's family, provisions under elementary education covered by rte, overall development of students, problems faced by students in schools, family efforts affecting performances of students and other factors**. Further, the data were classified into various school structures as upper primary only & all schools for both the districts. Moreover, data were also classified into standard VI and standard VIII for the boys and the girls. The analysis of collected data was done by

using the descriptive statistics method in this study. The comparison was made by computing averages, percentages etc. for each respective stratum.

To decide the development and the trends, graphical presentation of the data was done for some of the most important tables. The visual analysis was made to decide the nature of the increasing or the decreasing trends of the values of the variable. The statuses of the variables for both the districts were interpreted from the tables and the figures. Within the district and between the district's comparisons of data for the 2009-10 and 2017-18 both academic sessions were also narrated. The average, the trend, and the rate for both the districts were also compared. To comprehend the status of variables easily, two different colors were used in the Figure. Further, to identify the data of variables at various positions as good, bad and average, the average/rate of the variable in the table. The whole data were classified, tabulated and analysed after a vigorous interpretation of data. Some outcomes of the study were interpreted as - (1) The number of the upper primary schools in Koraput were less than that in Kendrapara. (2) The percentage of enrolment in the government school in Koraput was higher than in Kendrapara for all the four selected school structures. (3) Enrolment percentage of Sample schools in Kendrapara district was less than Koraput district. Enrolment of girls is higher than boys in selected districts. (4) Parents educational background of Kendrapara sample students are less than Koraput sample schools because of tribal district more than maximum students' parents' low-income holder. (5) SC & ST enrolment are higher than General and OBC categories students in both districts. of girls are higher than boys in selected districts. & ST girl-students' enrolment percentage for primary was higher than that of upper primary in Koraput than Kendrapara Districts, actually ST students' enrolment is nil in two selected schools of Kendrapara District. (6) The average number of female teachers in Koraput district was more than that in Kendrapara district for upper primary only & primary with upper primary. (7) The trend of teachers with the educational qualification as graduate is increasing in Koraput and then Kendrapara District, for all selected school structures. (8) The trend of percentage of schools having single classroom is not decreasing for all the four school structures in both districts. (9) The average number of PTR in Koraput was higher compared to its counterpart for all the four school structures, except primary only. (10) The trend of percentage of schools with the

common toilet and girls' toilet is increasing for all the four school structures in both districts. (11)

Very low standard MDM was provided for all schools' students of both selected districts. And students were helping to MDM cooking staff in a different way as per their teachers' instruction which is completely banned RTE guideline, highest average number sample schools were not individual kitchen room for preparing MDM, all the students were taking their dinner here and there with unhygienic averment during that lunch period goats, cows, birds, dogs, winds, rain, and dust were disturbing to our future bright of this nation, it was aching to heart. (12) of the percentage of schools with the common toilet and girls' toilet is increasing for all the four school structures in both districts. (13) Some supportive facilities were in negligence condition for those all-sample schools like highest average sample schools don't individual library room for mindfully reading of students and teachers, highest average sample schools' students were participating sometimes under the guidance of their physical instructor due to vacancy of Playing Teacher (PT) in three sample schools but the students of Pujariput Upper Primary sample school were participate regularly in different sports, all the students didn't get the chance to attend computer class in all sample schools due to different issues which class was very much important in their schooling period when the government is proclaiming about digital India. (14) The numbers of students were the number of subject difficulty due to no. of reason; all the sample schools have lack of in infrastructure like separate classroom not available, the road is in very condition within the school campus and outside, some students were cleaning too bad smell toilet, and they were doing different non-education work for their schools. (14) Another top is caste discrimination among teachers, students, non-teaching staff, parents, SMC committees. Today also Dalit caste students are sitting in another line for taking MDM in all sample schools especially Jagannath Upper Primary School of Kendrapara district. If any puja was celebrating there then lower-caste students will not touch and distribute Prasad, and some of the students were not coming in Puja Lord Ganesh and Goddess Saraswathi because their parents were restricted them. (15) More than maximum poor masses and now these days many middle-class parents are preferring government for primary and upper primary due to heavy private school fees, in both districts. Looking to the findings in this study, it was observed that, Koraput had possessed an encouraging effect and positive effects for some variables

(aspects) along with holding affirmative situations for some. But in the case of few variables, negative changes with variables having depressing effects were found. Such weak points along with implications were (a) the percentage of students who have enrolled more than 60 percent for boys and girls in elementary education in Koraput was higher than in Kendrapara. (a)The average number of PTR in selected districts were average compared to its counterpart for all the four sample schools, except primary only. This situation was not desirable. To reduce the PTR, the availability of teachers in position should be as per sanction teacher, & so recruitment of teacher according to the actual demand (PTR) should be taken by the government of Odisha. (b)Transition Rate for primary to upper primary in Odisha was less, for all five years, except 2017-18. This was not desirable. Few teachers of Koraput district spoken that, cent percent of students who got enrolled in primary were not entering in upper primary, it resulted into the drop out in less number in the Koraput district. To improve the transition rate, various incentives at the upper primary level should bring in and follow of child rights should make the part of discipline in Koraput as well as whole over of Odisha. At the grass-root level, incentives for teachers and for schools should be provided. (c) The trend of percentage of schools with the common toilet was increasing for all the four school structures in Kendrapara and Koraput districts. The nature of increasing enrolment was very sharp for primary only, zigzag for upper primary only, and sharp for primary with upper primary & all schools in both selected districts. (d) Girl-students were more than that of boy students in government primary & while the upper primary school also. To make beneficiaries of textbooks as boys and girls equal, more importance should be given to reducing the gender gap in enrolment and retention in primary as well as upper primary in the state of Odisha. General suggestions were described as – stakeholders can plan and take necessary steps to remove some weaknesses like - Literacy rate, girls' enrolment, SC & ST enrolment, passed students in V, students secured more than 60% in VIII, teachers with educational qualification as below secondary, schools without a female teacher in primary some upper primary also, the average number of teachers per school in primary only, student classroom ratio, transition rate, drinking water facility ...etc. Moreover, comparison of Kendrapara district with Koraput district in elementary education for various time span along with other school structures can be the topics for further researches.