

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

**Thesis**

SUBMITTED TO THE  
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LUCKNOW

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Enrolment No- 1219/15

UNDER THE SUPERVISION OF  
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**2021**

## DECLARATION

I Manashi Mahi, declare that the work embodied in this thesis entitled “Elementary Education and RTE: A Study of Selected Districts of Odisha” has been carried out by me, under the supervision of Prof. Bibhuti Bhushan Malik, Professor, Department of Sociology, Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow.

The work included in this thesis has not been submitted for any other degree and unless otherwise stated, is all original. I have duly acknowledged all the sources used by me in the preparation of the thesis. I also declare that the thesis is essentially free from all kinds of plagiarism.

**Place:** Lucknow

**Date:** 27/12/2021

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## CERTIFICATE

This is to certify that the thesis titled “**Elementary Education and RTE: A Study of Selected Districts of Odisha**” submitted by **Ms. Manashi Mahi** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other University.

The thesis submitted to Babasaheb Bhimrao Ambedkar University Lucknow satisfies all the requirements as stipulated in the Doctor of Philosophy (Ph. D) Regulation-1999 as amended in 2008/2010/2013, and it is fit for submission and evaluation for the award of the degree of Doctor of Philosophy of the University.

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*Manashi Mahi*

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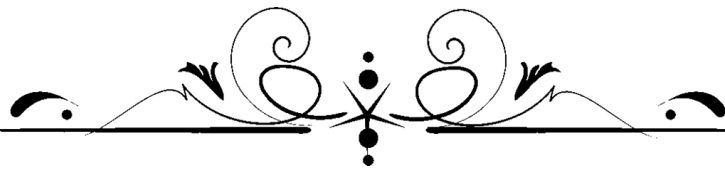
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## **ABBREVIATIONS**

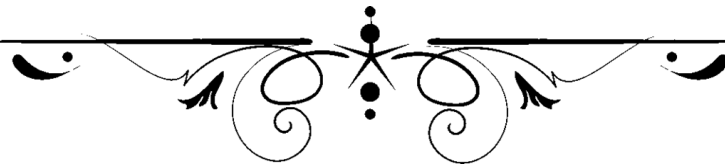
AIE	: Alternative and Innovative Education
AIES	: All India Educational Survey
AS	: Alternative Schools
AVS	: Adibasi Vikasa Samiti
BRC	: Block Resource Centre
BRCC	: Block Resource Centre Co-ordinator
CA	: Capabilities Approach
CABE	: Central Advisory Board of Education
CCE	: Comprehensive Curriculum Evaluation
CDL	: Children in Domestic Labour
CRC	: Cluster Resource Centre
CRCC	: Cluster Resource Centre Coordinator
DIET	: District Institute of Education and Training
DISE	: District Information System for Education
DoR	: Dropout Rate
DPEP	: District Primary Education Programme
EBBs	: Educationally Backward Blocks
EDI	: Education Development Index
EE	: Elementary Education
EFA	: Education For All
EGS	: Education Guarantee Scheme
E.P.W	: Economic and Political Weekly
EWS	: Economically Weaker Sections
FYP	: Five Year Plan
GDR	: Gross Drop-out Rate
GER	: Gross Enrolment Ratio
GoI	: Government of India
GMR	: Global Monitoring Report
H.M.	: Head Master/Mistress

ICDS	: Integrated Children Development Scheme
ITDA	: Integrated Tribal Development Agency
KGBV	: Kasturba Gandhi Balika Vidyalaya
MDM	: Mid-Day-Meal
MHRD	: Ministry of Human Resource Development
MOE	: Ministry of Education
MS	: Mahila Samakhya
NCERT	: National Council for Educational Research and Training
NCPCR	: National Commission for Protection of Child Rights
NFE	: Non-formal Education
NGO	: Non-Governmental Organizations
NITI	: National Institution for Transformation of India
NPEGEL	: National Programme for Education of Girls at Elementary Level and
NPE	: National Policy on Education
PTA	: Parent Teacher Association
PTR	: Pupil-Teacher Ratio
RTE	: Right to Education
SCPCR	: State Commission for Protection of Child Rights
SPSS	: Statistical Package for Social Sciences
SSA	: Sarva Shiksha Abhiyan
TLM	: Teaching Learning Material
UEE	: Universal Elementary Education
UPS	: Upper Primary School
WHO	: World Health Organisation



# *Chapter- I*

## *Introduction*



# CHAPTER- I

## INTRODUCTION

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### 1.1 Introduction

Education is important not only for the complete development of one's individuality but also for the sustained development of the nation. Education facilitates one's personal development and self-fulfilment. It encourages an individual to enhance his mental, physical, emotional, and spiritual talents to the optimum. Education gives everyone an equal opportunity for developing his/her capabilities and talents.

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 Child to get Free and Compulsory Act 2009. The Act came into force on date- 1<sup>st</sup> April 2010 in most of states all over India and it starts from that period as a historic moment for the children. RTE helps as a component to promise that every child is guaranteed with quality education in elementary education. "Section-3 (I) of the act declares that all children from 6 to 14 years old age shall have a "right of all children to free and compulsory education in the nearest private school till the completion of elementary education" (Deshpande J.V, 1997:38). The Right to Education (RTE) is indeed a great step, but the question arises whether the formal announcement of RTE, 2009 has the current scenario of elementary education in India or it remains just a daydream. Why does this question arise? The reason is that the history of all legislation in the education sector in India is not a success story. 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.

In the current scenario, mostly the students from the poor background go to a government school. On paper, many facilities are shown to be available for providing quality elementary education as per the RTE norms, but practically most RTE guidelines are not followed on a practical basis. Many government schools face several problems such as insufficient teachers, lack of infrastructure, extra non-educational load on teachers, lack of counselling, caste and gender discrimination, etc. The RTE is a welcoming step for providing free education to all children in India as well as Odisha where many children are struggling in their daily life with their illiteracy and poverty. Like many states, 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, the study attempts to have analysed.

Against this backdrop, this chapter provides the details of the statement of the problems, conceptual framework, objectives of the study and hypothesis, methodology, and sampling, and chapters of the scheme.

## **1.2 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. As per the constitution, the Indian state was required to make endeavours to achieve this goal within a period of 10 years i.e., by 2029. But this goal could not be achieved and the target of universalisation of elementary

education was periodically shifted by the government to the later years, various governments through various schemes were launched under the five-year plans to expand the facilities for elementary education in the country and as a result literacy rate kept increasing.

Ultimately, the RTE Act, 2009 was enacted and has been under implementation in the whole country since 2010. Under this Act, it is now a fundamental right of all children up to the age of 14 years to obtain free elementary education. The act aims at universal enrolment, universal retention, return of drop-out children at school, and quality education at the elementary education level. Here, it needs to be noted that the growth of elementary education has been quite uneven across different states in India. Despite the progress, Odisha has lagged behind many other states in elementary education.

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.

### 1.3 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.

**Elementary Education:** Broadly speaking, there are three levels of education, viz. elementary level, secondary level, and higher level of education. Elementary education covers classes I-VIII, consisting of primary education (class I-V) and upper primary education (VI-VIII). In India universalisation of elementary education is the goal of RTE.

**Right to Education (RTE):** RTE represents the Right of Children in India to obtain free and compulsory education. This Act (RTE), 2009 represents the momentous legislation envisaged under Article 21-A, which means that in the age group 6-14 years, children have a fundamental right to complete elementary education of satisfactory and reasonable quality level in a recognized school that satisfies definite important norms and averages. The act was passed by the Parliament of India in 2009 and it came into effect in Odisha on April 01, 2010.

**Mid-Day-Meal (MDM):** To attract children to school and to improve their nutrition level, the provision of MDM in schools has been launched in India. The program was started for underprivileged children in the Madras Municipal area from the year of 1925. It was extended to three states viz. Gujarat, Kerala, and Tamil Nadu, and the Union Territory of Puducherry had universalized a cooked MDM program by the mid-1980s. Many states were implemented this MDM program on a large-scale basis and now it has started in all states, including Odisha.

**Sarva Shiksha Abhiyan (SSA):** This is a flagship program by India for the success of Universalisation of Elementary Education (UEE) and to stop the irregularity of students within a stipulated time, as ordered by 86<sup>th</sup> amendment of the Constitution of India for making unrestricted and compulsory education to the children up to Class VIII, as a fundamental right. It has been implemented in thirty districts of the state of Odisha since 2001.

**School Management Committees (SMC):** SMCs have built an important bridge between the community people and the school. It plays an additional role by giving oversight in schools to ensure that all basic requirements of the school are being met as per the RTE Act, 2009. The aims of the SMCs are not just limited responsibilities to ensuring that minimum requirements are met, but can also build enabling conditions to bring stakeholders together towards achieving a useful School Development Plan.

## **1.4 Objectives of the Study and Hypothesis**

The objectives of the study are the following:

- i. To know the RTE provisions and related schemes introduced for universalisation of elementary education (UEE) in Odisha.
- ii. To examine the implementation of the RTE Act in selected districts of Odisha.
- iii. 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:

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

## **1.5 Methodology and Sampling**

This study on elementary education and RTE focuses on selected districts of Odisha. Two districts of Odisha have been chosen for an in-depth investigation on the basis of the criteria of literacy rate and development. One district is economically developed and with a 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.

Kendrapara district has an 86 percent literacy rate and is an economically developed district. Here, many people pursue public or private sector jobs. The others are dependent on cultivation and business. This district has been divided into 12 blocks, Kendrapara block is the researcher's select area based on literacy rate. This district does not possess the highest literacy rate, but it is one of the districts of among the districts with an average literacy rate in Odisha. This is a non-tribal area where many poor parents prefer government schools. Koraput district has a 49.6 percent tribal population with a 49.8 percent total literacy rate. Socially, economically and educationally, this district is considered a backward district. This district is divided into 19 blocks and the Koraput block is the researcher's select area based on literacy rate. This district does not have the lowest literacy rate, but it is one among the districts with the least literacy rate in Odisha. This is a tribal area where poor parents prefer government schools. Many schools are found in remote areas, and those schools are without basic facilities.

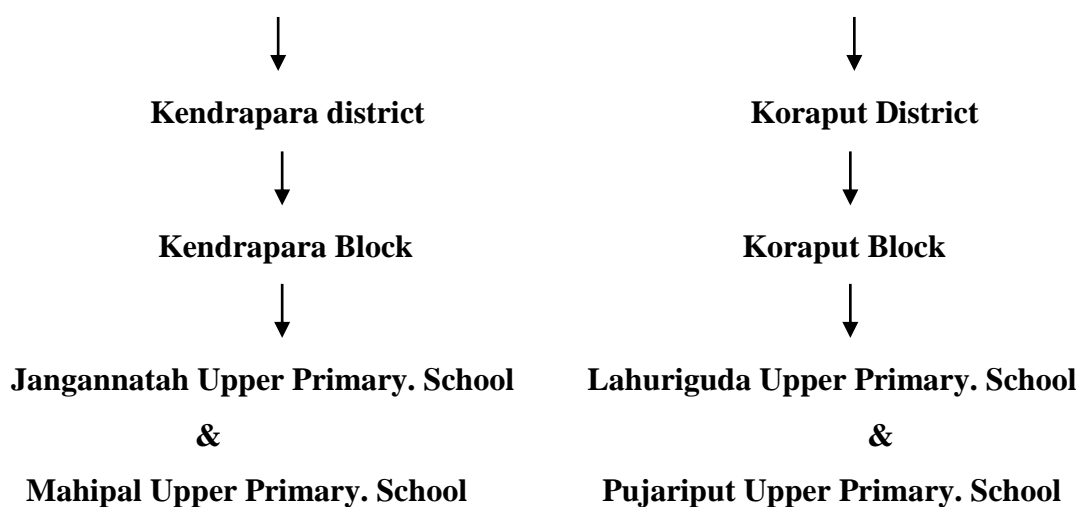
### **Sample**

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 Upper Primary Schools of Kendrapara and Koraput blocks, approached for the study.

Moreover, there are 82 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.

**Table 1.1: Details about the Sample of Study**

Sl. No	<b>Kendrapara District</b>		<b>Koraput District</b>	
	Sample Blocks/ Schools/ Respondents	Number	Number	<b>Total</b>
1.	Number of Blocks	1	1	2
2.	Number of Sample Schools	2	2	4
3.	Number of Student Respondents	82	225	307
4.	Number of Teachers	12	15	27
5.	Number of Head Master	2	2	4

**Selection of Schools from two selected Districts****Data Collection**

The study used both quantitative and qualitative research techniques for data collection. The data for the study were collected 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 used for the study include relevant books, journals, articles, reports, etc. Some important data was 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 this study. The aim of the study is to compare the status of elementary education and the implementation of RTE in selected districts of Odisha. For that, averages and percentages have been computed by using SPSS and MS Excel. To make the comparison more fruitful and simple to understand, fields, figures, charts were plotted for visual analysis. The data collected from 4 upper primary schools in the selected districts of Odisha were put into 7 main categories in Interview Schedule for Students, and 10 main categories in Interview Guide for School Management. In this study, important variables have been presented through 57 tables. Only three tables show secondary data and one table show details about the Sample School in this study.

### **Chapters Scheme**

The study is divided into seven chapters. Chapter I is 'Introduction' which provides details about the statement of the problem, conceptual framework, objectives and

hypothesis, methodology, and sampling. Chapter II 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. A brief 'Profile of the Study Area and Backgrounds of Students' is presented in Chapter III. The details of 'RTE Provisions and Schemes in Odisha' are discussed in Chapter IV. The status of 'Implementation of RTE and Elementary Education' is analysed in Chapter V, which is based on field data collected from the selected schools of Kendrapara and Koraput districts in Odisha. The existing situation relating to 'RTE and Quality of Elementary Education' is examined in Chapter VI, which is based on field data collected from the selected schools of above mentioned two districts of Odisha. Lastly, Chapter VII deals with the summary and conclusion of the study.

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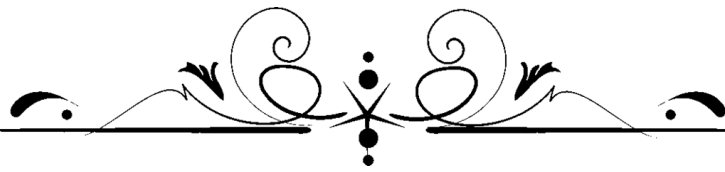
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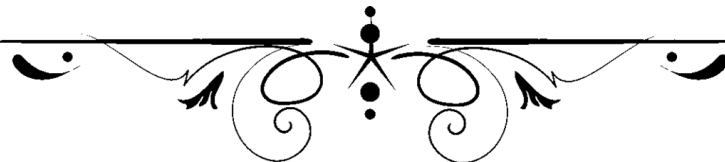
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## *Chapter- II*

# *Elementary Education and RTE: A Review*



## **CHAPTER- II**

### **ELEMENTARY EDUCATION AND RTE: A REVIEW**

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#### **2.1 Introduction**

The main aim of this chapter is to know about the status of elementary education and the Right to Education (RTE) in different countries of the world as well as in India through reviewing the literature available in this area. In fact, the creation of fresh knowledge is fundamentally dependent on past knowledge. The objective here is to assess the functional status of primary and upper primary education as well as to analyse the variations in the quality of education, enrolment, and dropouts, particularly in elementary education. It is observed that developed countries have succeeded in the implementation of the right to education as they made sufficient provisions for the education of backward children up to secondary level unlike other countries, including India.

Right to Education Act (2009) was passed in Parliament of India for providing free and compulsory education up to Class VIII with quality education completely free of cost to all the children. This Act has a provision of 25 percent for children of backward class to get compulsory education completely free of cost in a neighbourhood private school till successful achievement of elementary education in private English medium school. As per the Act, a child shall not be legally responsible to pay any fee or charges for above mention facts, because it stops weaker section children from pursuing and completing elementary education. It also ensures that every child belonging to a weaker section group is not discriminated in completing elementary education. It makes the primary duty of the state to provide infrastructure, including school buildings, teachers, and learning equipment. The Act also offers that while admitting the child. The schools shall not collect any kind of fee and subject the child or their parents or their guardians to all such screening arrangements. It is now possible for any inhabitant to pursue execution of the right by way of different to command jurisdiction under Article 31 of the supreme law of India.

## **2.2 Elementary Education and RTE in Global Context**

There are numerous studies dealing with elementary education and also the right to education pertaining to the developed countries and several developing and least developed countries. These studies show a contrasting situation of elementary education prevailing in developed countries and other countries in the world. There are also studies available on elementary education and the right to education in India. Brief reviews of some of these studies are given below, first about India and Odisha in particular.

Steve Bartlett and Diana Burton (2020) both authors have discussed in their book about Key Issues in Education Studies and also given important instructions such as Childhood Studies and Special Needs, creating interest among students of initial teacher training courses. Because in the last 20 years or so Education Studies has developed speedily as a distinctive subject in its own right. Teacher's training could change the different system of education field actively in England. Then those students are taking teacher training in England. They can use their excellent teaching knowledge to students for their smart performance.

The purpose of David Blackledge and Barry Hunt (2019) was to deliver one vibrant explanation of the main sociological probable on education. They engaged in teaching courses in the sociology of education and they were supervising the students in different issues of students' courses. They spoke about the role of education in modern contemporary societies; students must try to present such ideas in readily intelligible manner, accompanied by an assessment of their validity. In this way those children can understand deeply their ideas and also all the objectives of different facts. They discussed about the ideas of Durkheim, David Hargreaves and Talcott Parson on sociology of education in France and Europe. Durkheim was not the father of Sociology but he was devoted to his talent by a thorough study of education. They have discussed about rewarding as is very much important because of motivation and activity to students and teachers by different in the education system.

Alan Bryman (2016) has given the clear idea by providing insights into some of the groundwork with thinking about social research, the step of examining the nature of the relationship between theory and research, the idea about research design, main

steps which are involved in planning and designing a research project or thesis, the steps for examining the sampling strategies used in qualitative research, ethnography and participant observation, about kind of interview for conduct qualitative research, explores group methods, steps for qualitative analysis, methods for examining of documents for qualitative, highlights different approaches of qualitative data, use of computer software and help with writing up research.

Anthony A. Peguero<sup>1</sup>, Sarah M. Ovink<sup>1</sup>, and Yun Ling Li (2016) have critically examined the Race and Class Inequalities how this problem coming in the school level with the help of different angles. The dropout rate was lower in the students U.S and White American community than racial or racial-ethnic marginal students excluding Asian American students. Their search suggested that equality may stop the dropout rate in the schools of this nation.

The Surgeon General's Report on Alcohol, Drugs, and Health (2016) has highlighted those children are becoming addicted of alcohol and drugs due to family carelessness. It affects public health then the economic condition of the family and the educational standard of children becoming so poor there. In U.S, because of this problem which over 43,000 people died from a drug overdose. Due to this reason, different social issues are creating among those less school attendance and poor performance of children in schools are some other important issues in the U.S.

Klaus Hüfner (2011) has discussed on work of United Nations Educational organization (about three international government organizations)- “Scientific and Cultural Organization (UNESCO) is one, United Nations Children's Fund (UNICEF) is second (until 1952, United Nations International Children's Fund) and the Council of Europe (CoE)” is third. He has talked about the main interest the way and consequence of human rights in the field of education. After lunch, these education policy parents are interested to send their children to school. This policy needs some innovative ideas to reflect practically. A girl child is able to complete their education like boys. Those families like Roma, these minority communities, and other disadvantaged communities’ children will be benefited. After that their economical background may be changed.

Susan Malone and Patricia Paraide (2011) have discussed that all the children start their European languages from their primary schools in Papua New Guinea (PNG), an independent state in the Southeast Pacific, their first teacher is their own parents and they have no good command on language including English. They were mentioned that their govt was not only coping with foreign language but they also achieve an equal range of concepts in their European language. Children learn the fundamental ideas about numbers, the quantity, time as well as the space is repeatedly fairly different from the Western ideas, and child will enter in school they will not learn strictly main aim for gaining experience above mention concept.

Alexandra Minna Stern, Mary Beth Reilly, Martin S. Cetron, and Howard Markel (2010) have explained that public schools were opened in the Pandemic period with the best efforts of the government of three cities, namely New York City Chicago, and New Heaven. At the same time, all the governments of different countries were closed their schools for this pandemic. But these three countries were taking care of their school-going children in different ways. And also, they were supporting many parents with their children of vulnerable communities. The health export of New Heaven was against school closures, they were thinking that this virus can spread from schools to districts. So, they were given proper accommodation to all the students including those are infected by that Influenza virus. Their parents were able to say with their children because they were getting medical treatment for 24 hours in their emergency. Then the medical counselling was provided for them.

Bjorn Harald Nordtveit (2010) has discussed on the particular zone of education and also child safety: the protective character of schools in the perspectives of HIV/ AIDS as well as poverty. Those circumstances may guide children not to enrol in school or to drop out from school and then to be subjected to offensive child labor then, in some cases, the lowest standard of child labour (WFCL). The author has argued that disease and poverty is leading to increasing child labour and heavy dropout from vulnerable in so many countries. So many children from orphans, teenagers, and children from sick caretaker parents. He conducted some case studies in two different nations in sub-Saharan Africa, Namibia, and Swaziland.

Chris Moffat (2010) argues that in a divided society like Northern Ireland there are even stronger educational grounds for asserting a right to integrating education. He

has mentioned that how the UN Convention on the Rights of the Child is consistent through these principles. It identifies the rights of parents but also gives equal weight to the State's responsibility for ensuring that education is in the 'best interests of the child'. As a result of those children will be able to express their own views. The paradoxical moral of the RTE in a divided society is that they have to co-operate to learn. Not only that. He has talked with people who have to co-operate to disagree democratically. As they stumble along, even some of their Stormont Ministers seem to be getting that. For this mutual cooperation need to implement it then the entire disadvantaged's children enrolled in school.

Ishmael I. Munene and Sara J. Ruto (2010) have pointed out the condition of children as domestic labor due to extreme poverty in Kenya. Many children don't access and participate in education. The authors looked mainly at three issues: child domestic laborers, these children's working conditions, contexts of the Right to Education. They were taken interviewed 91 children and 84 adults in the urban area and two different districts. The findings came that they are working in a critical working place only for economic exploitation. Most of the children didn't attend school due to the fixed timing of schools. But many children were coming to school but they were irregular in their schools due to their earning. So, they were often skipped school, and their attendance was low. They are indicating factors such as socio-economic and cultural factors responsible for not enrolment drop out, low attendance.

Jeroen Temperman (2010) has written regarding the State's impartiality in the park of Education is initial and main required because primary school education is compulsory; This pronouncement of the nation can succeed with the cooperation of parents. As an example of this allowance, Slovenia's constitution recognizes the child's development capability and also their best interests depend on their parents' supports can motivate to them learn proper religion and education. In the study, he has mentioned how children have taken liberties in many things in Italy. In the course of time, they are performing very well in private educational schools in comparison to government schools with limited or insufficient accessibility in all items of standard education. Those are so much poor they are depending on these facilities then those school children are diverting to a different stage with a lack of proper neutrality.

Leah K. McMillan (2010) has chosen velour as his study area and here he talked, that the different suggestions have been discussed for strengthening human rights. Then the development of primary education can possible in the country. The poverty of this nation may defeat by achieving universal primary education. Education has long been understood as an essential component of socialization. According to Aristotle, education is mainly a means for morals and values within every child. This article has given concluding explanations that the state government, authorities body of universalisation of primary education, parents and educational exports mutual cooperation need for a better result in achieving UPE to end the poverty.

Mustafa K. Mujeri (2010) has examined in this article about records of Bangladesh regarding implementing of the right to education especially on three proportions of policy-making, e.g., route of procedures, the contents, including scrutinizing of performance. In the framework of the human rights line to primary education, he reviewed the overall record of advancement of primary education and literacy. By his paper, many probable orders have been followed for the implementation of RTE Bangladesh. They can unlock the school door for all masses there to remove illiterate sport. Sanction GDP may jam to different joint parts of the right to education. Many children in out of school from ultra-poor families and disadvantaged families so different projects are working there to motivate those children. Some projects are providing to children textbooks, scholarships, school uniforms, and stationaries for increasing enrolment with the help of the world bank.

Rana Sharif (2010) has stated, according to the United Nations Universal Declaration of Human Rights, Article 26, that the "right" to education is defined as follows: Everyone has the right to education. This article has described that education shall be free up to elementary and fundamental stages. Elementary education shall be compulsory. But the right to education is ostensibly safeguarded by the United Nations. He has discussed here also conflict arising in the implementation of this right among groups or communities. Knowledge is essential in demanding the right to education, while critically assessing different modes of oppression and linking various struggles locally and globally.

Sandra Vergari (2010) has examined that the government power of Canada and the United States over elementary and secondary education policy. The article has

compared operational characteristics between the elementary education and secondary school education stage in the State of Canada and the United States. At what time the author was kept some statement on the inequality of funding for schools within in U.S. Many well-educated people are cooperating for the implementation of elementary education from 1965. In spite of this, the article is giving clear picture such as the government is performing well but not fully successes to provide education to poor masses in different states of these two countries due to some inconvenient factors such as an unequal financial grant, political interferences so many students have been getting elementary education, language also becoming problems in schools because many students speaking different languages like English, French, Spanish.

Sital Kalantry, Jocelyn E. Getgen, and Steven Arrigg Koh (2010) have focussed on ICESCR of the U.S. They were focused on RTE in the ICESCR to show how the indicators can be employed to determine violations in some minimum requirements of schools. This sub-national commitment to education reform is essential for meaningful improvement. Then their number of volunteers were given their efforts with sub-national components to launch a state education policy in both countries. They have discussed on different major international provisions of RTE for children, racial minorities. And also, parents have an important role to cooperate to the government by taking care of their children then RTE can cover also all the benefits to next-level education easily.

Due to this Right to Education policy educationists, policy makers, authorities, and experts try to bring some modification on availability of basic items in schools, medium of various languages, curriculum, teachers training, providing trained teachers, teachers salary, many poor parents prefer child marriage due to their miserable economic condition so not expelled to girls students because they are becoming irregular for their pregnancy, teaching materials, available free to all without any types of discrimination including minorities and vulnerable community, after this primary education, how they will get free education in secondary level, the necessary development of physical institutions, the government should open more schools to avoid extreme class sizes that may help the quality of education and other third parties should cooperate without any interference.

Cruzeiro Patricia A., & Mike Boone (2009) discussed that American public schools were facing shortages of quality candidates for a principal position and teachers due to lack of proper training. Because of many factors including extreme poverty in schools and the districts, deep attentions of marginal students, low expenditures per student, and inappropriate salary of principal. All these factors are responsible lower performance of students in rural schools than in government schools. They were focused in their article on many rural schools of two mid-American states.

Elaine Unterhalter (2009) has spoken education can reduce poverty, gender discrimination in South Africa and Kenya by this article. And he has represented those school-going children facing language problems in schools. Those children are using languages that they speak at home. But when they join schools then they have to study in different languages. The syllabuses are protecting clear-cut ideas on gender biases at the school level. In some cases, teachers and family members are supporting to girls' education their textbooks are insufficient, teachers are rarely at work, few textbooks are available, they have gender discrimination and language problems, insufficient textbooks but a major problem is all these problems are keeping secrets.

Koen Lombaerts, Nadine Engels, and Johan van Braak (2009) have studied 172 teachers of the elementary schools in the Region of Brussels Capital and its surrounding area (Belgium). The article assessed the interrelations of numerous measures regarding personal teacher and school context levels. The recognition of self-regulated learning is generally linked to personal teacher characteristics. They have discussed two contexts such as teacher and school context. Teacher context means here the teachers encourage to students by using a different way for forming well in schools. The teachers can modify their curriculum syllabus which will be suitable for students. But they have no full control over to conduct functions of the school. School context means some guidelines by policymakers and higher authorities. But teachers will work out by taking many pieces of training. And authors have discussed the role of a parent in improving school education by influencing their children. However, relatively little research has been conducted on how teachers can improve learning environments in their own classrooms. Teachers committed to improving elementary education by modifying the school curriculum.

EFA Global Monitoring Report Team (2008) report has given full information that the governments have given more stress on basic education means up to elementary and secondary education stage in foreign countries. Most of the poor and vulnerable community children are studying in these government schools. The elementary education stages are not successfully implemented to provide quality education to the poor masses' children in most Developing Countries.

Pamela Hodges Kulinna (2008) has given importance to extracurricular activities with pedagogy in elementary education of the United State. As a result, the student will be active mentally to participate in all activities. Their mind will be fresh and also the teacher will support them actively. Students will lead a better lifestyle. They will be disease-free from their inactive nature. Pedagogy should be changed to ultra-model type. Of course, all children will participate in sports and games for this purpose, a physical instructor is needed. New physical education curricular models offer many opportunities for developing quality physical education programs that help in the children's development of skills, attitudes, knowledge, and behaviours. These physical activities have an everlasting impact on every child.

Solmon Melinda A. and M. Lee Amelia (2008) have given importance in their study is to observe studies on social problems in the elementary school physical education stage of U.S. This study has given a summary on teachers' actions then behaviours effect on the learn of children in the context of the physical fitness but especially what students learn in participating in the sports. School is the multicultural platform where everyone gathers to fulfil their common goal. By this physical education, they will be physically and mentally active. And it's most important for children in elementary education level.

Jackie Chooi-Theng Lew and Patricia Shehan Campbell (2005) have facilities of music and play some instruments like extra curriculum in America schools, Brazil, the United States, and Malaysia. Then those students will be interested to come school. Authors have represented their musical thinking. Teachers may facilitate such incidents of musical. Researchers have given importance on the play and guide children's participation and understanding of the music in students live.

Jonathan Murphy (2005) has analysed the effort of the World Bank, NGO, and Civil society in Niger on universal basic elementary education. The paper has given vivid information about the condition of elementary education. Here elementary education is running with a number of problems, for example, insufficient teacher, kind of teachers, their salary is insufficient to meet wages for their family, lack of quality education, due to this lack of education parents are not interested to send their children school. There elementary education facing a number of problems by only 3.55 nation GDP. The financial institution shoulders very low educational results because of poor national education systems slightly than source deficiency effects like 2% is enrolment rate of primary school of Niger in 1960 while just four students graduated from secondary school there. He has described those teachers receive low amount in their salary than many countries. West Africa governments announced for the requirement of a large number of young graduate teachers. But bank strategy is not sufficient to provide salary to all newly appointed teachers as a permanent teacher. So, they want to hire contractual teachers with low salary. Young graduates are hesitating with low salary and no job security because of all these achievements of universal primary education completion is becoming delayed. Then bank was given an estimation of at least 2500 new teachers need for bringing satisfactory results.

Laura H. Chapman (2005) has described that the scenario of visual art education of States public elementary schools in the United from 1997 to 2004s. He has focused on the status of elementary art education for several reasons. According to him, elementary education has a great role for further education, then he was discussed different remedial learning for some students for comparison with those students were joined on time inappropriate class. He has highlighted elementary education has the most important role for secondary education with the major issue is department needs the proper attention on the specialists' responsibility and classroom teachers in the visual art class of elementary education stage.

Vivien Stewart and Sharon Lynn Kagan (2005) have discussed China has reformed its approach to early, inventive premature childhood pedagogy. This education also has lessons to teach the other countries about the character of the latest technology, and he has discussed the involvement of families for taking care of their duty, regarding different ingenious methods to financing, and unfluctuating about the bad

consequences of weak teacher preparation and teacher increase. He also has observed so many gaps between rural schools and urban areas schools in development. And he has discussed that early childhood education runs with many problems. Children are helping their families in earning and different ways due to these reasons many girls' child not go to school. He has given whole information on American education systems in different perspectives.

Jessich Enoch (2002) has captured one distinct Indian pedagogical resistance to white education at the turn of the twentieth century. Especially he focused on a reaction that attempt to repair the reputation of off-reservation schooling from the Zitkata. He signified the forces which drove the educational imperative at the Carlisle Indian School.

According to Katarina Tomasevski (2001) talked about all the key terms of RTE in his article and includes four sides are availability, accessibility, acceptability, and flexibility. All these four sides offer a source for inspecting perspectives on education for Children in Domestic Labour (CDL). By the process of above mentioned four sides free education should to reach to each child. These children didn't go to school because they work as labour in industries. While the researcher communicated with those children, they did not express any type of positive interest towards school and about their hopes about education. A major problem is many teenage girls are getting pregnant because of which those girls are denying to go to school because of the social humiliation related with teenage pregnancy, they are habituated to blame themselves for this pain then they are rejecting to schools.

Then Kenya proclaimed that primary education to be completely free for all. Then this declaration means should not understand education for all means practically it may so pathetic for poor people get this free education with different issues, particularly when educational facilities are unavailable. Educational adaptability disappointment for students, their many students had double identities are pupil as well as a worker there. These roles are very demanding by school employers, they were forced to those children school activities. These CDL were identified as dual identities like a student and labourer who were working in industries then it was impacting on their education deeply. Those children were working long hours, and then those children were

suffering sexual abuse. And also, they face difficulties in their compensation and salary after being given hard labour.

Ian Copeland (1996) talked about those children who belong to poor class families and were studying in British elementary education. Their parents did not attain formal school. Then also their children couldn't complete education in elementary education. Because many children were engaged as the labours in various works places. These children come to school early then they will join in their work field as labour. Actually, their parents never attend school and they are migrant labour. Therefore, children were becoming issues for them because they were moving to the centre of industry for doing their work again. And they observed special education for physically challenged students. Gradually changes came in the British elementary education system. However, the committees were involving themselves with the school for increasing the enrolment.

Kenneth A. Tye and Barbara Benham Tye (1993) described that all the staff of the education department they should attend the workshop which is mandatory for staff. Then, they become very prompt with new techniques, materials, curriculum, the whole structure of school education, and professional life in orange county, California. Then those teachers can win on different new challenges for the rapid development of global education. They talked those sufficient teachers may help to attract to children and students would not face difficulty. And teachers who spent their time in learning new content, as well as new pedagogical techniques, could make their work easier with more interesting. Counsels could help teachers and children to identify their weaknesses.

K. Tsianina Lomawaima (1993) revealed that those Indian students were studying in American boarding off-reservation schools, girl students were taking domestic training for a proper dress for female students because of federal practice. Then U.S government was taking proper care of all girls' hostels in all off-reservation boarding schools in U.S and India. American Anthropological Association was helping both gender students to participate in all the competitions. In this way, the authority's power is controlling the students' minds.

Michael Galbraith (1992) analysed those students who decided their careers in elementary education by his observation in different parts of the USA. Boys preferred non-traditional careers but girl students prepared their careers in the traditional way. Boys solved the mathematical problems with more interest but girls are just the opposite. He discussed in the elementary education level due to some of the situations one stereotypical education environment was created inside the school campus. What was the impact of the young teachers on students in schools choosing their liking area for carriers? And he analysed early childhood education scope. In 1976, so many young persons were not interested in providing education to their children. And at last, he wrote after his more observation that both gender students can encourage to the improvement of their career interest during, they can comfortable with each other. Then gender discrimination may week in the environment of working place.

John N. Hawkins and Regie Stites (1991) have discussed on one big challenge of China's basic education, mainly at the government elementary school stage. The authors gave a picture of this country school organization with the practice is elaborated in an approach with some parts of the American system of elementary school education. Then one short description of state plans for elementary education and explanations of different school provisions, agendas with the curriculum of lower primary and upper elementary school. There also, different comments are arising on the status and verity teachers. Then in the mid-stage of this article, has discussed China has taken some steps to change old formulas in the heart of Chinese elementary education and different issues of education policies. Here How the elementary education is running with some issues such as great shortage of teachers, teachers are with minimum minimal training teaching at school, the number of the school building has been running with unsafe building, negligence of authorities, underfunding, shortage of trained teacher, some cultural issues. In previously, it was six-year compulsory education there.

Kathryn M. Anderson-Levitt, Régine Sirota, and Martine Mazurier (1991) have spoken about the elementary school of French which attracts to America due to it proposing the textbook for the provider of education to poor masses. This article has discussed the whole details of French elementary education from after the third world war period to the 1990s. They were openly discussed on different issues like rigid

curriculum, middle-class children passing without examination, and children not being comfortable in the classroom due to some of the reasons. So, authors said that some necessary steps may improve the status of French elementary education like curriculum change, teachers' extra autonomy rights need to take some necessary steps for their students' betterment, parents should participate actively in parents' meetings then it will help to eradicate their children' problem.

Russel K. Durst (1990) has spoken about how the studies reviewed in the bibliographies were mostly in agreement about the universal use of a diversity of submission the proposal by this experiential study in Hawaii (America). The author examined in English standard of different degree students including 91 (30 %) elementary students. He tried to give vivid information for Research in the Teaching of English (RTE). According to him, the system of English writing is very much important for students.

Walter R. Bailey, Norma Kimrey Deery, Mary Gehrke, Nancy Perry and Jim Whitledge (1989) have discussed on five major issues and concerns were identified by the discussants: (a) how does the counselling of elementary contact to different social complications, like- the drug misuse, the growing the divorce rate among many parents, and also child exploitation, with which are their school professionals, as well as counsellors, are confronted. (b) How does the profession of counselling deliver the number of elementary counsellors that were needed in that period? (c) How can the training of elementary education counsellors be modified and proper improved in an appropriate way so that the graduates are prepared to provide comprehensive, developmentally based guidance programs at the elementary school level? (d) What kind of guidelines at the state along with the regional stages is desired to assist elementary counselling in every school? Then (e) how can educators and parents be informed regarding the importance of the role of the elementary counsellor?

They have demanded in their / article that the counsellor must be present in all schools for everyone for helping with mental struggles. A counsellor has an important role for students, teachers, parents, and community members for encouraging and remedies from their week. If the community is informed, then the community is likely to be supportive of the elementary counselling program. At that time, more than 80% of the children in South Carolina were accessed to an elementary school counsellor.

This continuous effort was occurred in other States of South Carolina because at smallest 11 States during that period were legislation the elementary counselling (American School Counsellor Association), 1988.

Talcott Parson (1988) was an American sociologist. According to him, education helps in many functions of society like socialization process, social integration, social placement, social with cultural innovation. Children learn reading, writing, many social norms, social actions including respect for Authority in the U.S. Children can fulfil the needs of society. Education and family help in the socialization of a child.

Charles S. Evans (1987) has analysed our world is running with many critical hitches are poverty, pollution, malnutrition, atomic conflict, and human rights in elementary school of the US. He thinks the main instrument to eradicate all these problems from the root level of human society is elementary education. While capital may be problematic to safe, global education is previously an important portion of the curriculum in approximately school districts. This article reported that only approximately 2% of principals were doing a good job in elementary education and global education in America. According to his point of view in his article, instruction should be offered to students for a second language in the elementary school stage. In this process, students can prepare for a world that is constantly growing smaller. Teachers and students are the main part to improve global education at the school level. Students can study better their families, neighbours, community, and societies.

Martin McLean (1983) has presented different documents related to the quality of primary education such as administration, school building, and teacher's training in Asia and the Pacific, at Bangkok, and also the author has discussed however some consideration was given to different structures of delivery for elementary education there with any obstacles. But then the African conferences at Nairobi in the year of 1968 and Lagos in 1976, jointly presented papers on the themes of enrolments and access.

Charlotte C. Anderson (1982) has spoken about the teacher and student relationship should have become an excellent instructional bridge to studies of the global ecosystem. He was told that elementary education is most important for higher education after focusing on the elementary education of Japan. He has given stress

like teachers should give independence to apply their ideas for improvement of children in elementary education level. Students are very sensitive in these stages. Then he has given importance to many languages. This means how the student will be able to speak more than one language.

Betty M. Bullard (1980) has discussed to improve ideas which ideas is following in the teaching method as well as in the curriculum of social studies. Educationists and reformers tried regarding different social movement issues sprang Asia, Africa, Latin America, and Canada. So unexpectedly, away of the transformation movement of the 1960s jumped Asia, Africa, Latin America, and Canada too. His analysed the proficiency of languages at the elementary education level in many states. He has talked about some of the problems like authorities should help policymaker, unfamiliar relation with new teaching technology.

Dennis Warwick and John Willams (1980) have described that when their respondents were asked to define the role expectation of School board officials in New England. Then they opened a large number of different issues. The authors were discussed also many poor classes people were struggling for modernization and development in the late eighteenth and early nineteenth centuries. So, the government was tried to provide mass education and mass communications to all the poor masses in urban areas and modern states then govt was tried to control the continuing problems of order in the mass education field by different educational observations.

Clark Kerr (1979) has discussed about the primary educational environment of the United State of America. How teacher training is not at a satisfactory level. There has no proper training to implement educational policies. This article has given a clear picture that most of the students are from backward and depressed communities. So, the teacher should teach properly to those students.

Ivan Illich (1973) has argued on “Deschooling society’ in his study. The schools are the traditional institutions of learning wherein schooling has been made compulsory, mechanical, expensive, dead, and boring. “He argued that schools have developed to cope up with four basic tasks: the provision of custodial care, the distribution of people in occupational roles, the learning of dominant values, and the acquisition of socially approved skills and knowledge. the school has become a custodial

organization because attendance is obligatory. He argued that the teaching of skills is best left to those who use those skills in daily life. He regards schools as repressive institutions which indoctrinate pupils, smother creativity and imagination, induce conformity and frustrate students into accepting the interest of the powerful.

Antonio Gramsci (1971) discussed that Mussolini's government brought major changes in education in the last sixty years, these changes were a new curriculum that would help children to understand the present situation and vocational education. Active school is one romantic phase it will be avoided to all the unhealthy activities of children. Children will enjoy their study and they can gain such a well experience in their childhood then they can happily process for their further education. Parents, Teachers and administrative of education department are most important element motive children.

Doris E. Nason (1967) has described how students and teachers are facing problems due to changes in math or complete curriculum in America. And also, students are facing so some major problems due to frequent changes in the syllabus. Again, in English, unless English spelling is changed to make phoneme-grapheme relations much more consistent the children now are facing problems to reading material written in English. Children are compromising with its inconsistencies with difficulty.

Harold G. Shane (1959) has described after studying approximately 400 current books and some reports related to the aims of elementary education in America. Some 80 of these items were proved to be pertinent enough to be cited in his articles. The author was not a professional educationist and educator but he studied on aims of elementary education. He studied on the different scope of elementary education level such as (30:10) in Adler and Mayer of United Nation. Major goals were health, socio-emotional development, ethics, knowledge, aesthetics, and communication. He has analysed some of the main necessary points such as balance and interrelationship of vocational-professional education, effective in influencing pupil behaviour, methods of work which led the individual to continue his/her education throughout life, education so conducted that the individual and his development are the constant focus of attention.

Emile Durkheim (1956) has perceived education as a vehicle for social change and a means of individual and community emancipation. All the private schools are under the control of the state's level in French. By all the states, only certified teachers should be able for the purpose of teaching in any school of French. There, any school which can't claim for the civil rights to provide an antisocial education strictly. As per his point of view, teachers should understand their duty properly first of all. And the authority of the school teacher is individual one aspect of the authority of duty and purpose in education institutions. Every child should be qualified to understand the speech of the teacher in the class then they should submit the practice paper about that teaching; it is only on this condition that those children can clear their doubt by themselves later those lesson ten those children memorize all the lesson whenever they will need that knowledge they can search from their own conscience and to defer to it herself. Functionalist Perspectives have laid major importance upon the interdependence of the elements comprising a social system. It argues that consensus and agreement maintain social order. He was applied sociological theory to education first time. According to him, the most important role of education is the transmission of the norms as well as values of societies. For him, education had crucial standing in creating the moral unity which is necessary for the society for the purpose of social unity and synchronization. Hence, in a tremendously integrated and well-functioning society, schools socialized students to develop proper values, and evolve homogeneity, by categorizing students according to their capabilities encouraging social unity (Bowles, S., Gintis, H., and Sadochnik, 2011). Coleman (1987) in his empirical work also advocated that role of school education is to create consensus and economic productivity.

Ruth Strang (1936) has given importance to the child guidance clinics-The child guidance clinics are an important teaching agency and supplement to the guidance program in elementary school counselling. The author has discussed Guidance and Counselling have an important role for children in elementary education as well as in secondary education level so he was taken American elementary school children in his study. Children can take the right step after eradicating their weakness; Parents and teachers have a great role regarding this matter for students. Guidance and counselling may need for the improvement of students in elementary-education systems for providing satisfactory results.

### **2.3 Elementary Education and RTE in Indian Context**

Experts or many observers may keep their statements on many topics. So many researchers and educationist have criticized to the RTE in their paper that this RTE may not help in the universalisation of elementary education within a certain time boundary with very less budget. According to them, this is a daydream but on the other hand, some authors have massaged in their article and research that this RTE Act mode valuable gift for poor masses in a developing county.

Government of India (2020), the main objective is the education system must have the highest-quality education for all students. The syllabus frame must be on the need of present contents it should be useful for learners. This policy focus in restructuring the curriculum of schools and the pedagogy in the completely new design. The learning must be holistic, integrated, inclusive, enjoyable, and engaging. This policy has given importance to multilingualism means every language has power and the choice of subjects has increased from secondary school. Then it can attract dropout children to their nearest schools. This policy has helped to set up smart classrooms in every school. And teachers will take different training to teach the learners including God-gifted students in their school. It stops the commercialization of education

Sarva Shiksha Abhiyan (2017) has discusses that SSA is created an enabling mechanism for improved implementation of the centrally sponsored scheme at most advantage stage SSA scheme.

A Punnaiah (2018) has spoken that education is most important in the development of economic, political and social change in all over the world. Today also many tribal children have no education due to the number of issues. Education can improve tribal personal endowment and life. The development of India is depending on them also. They are suffering critically in everything in their daily lives. In this article, an attempt has been made to examine the government policies for their education, their population, their literacy rate and problems and challenges of their education in Telangana State.

Devika Mittal (2020) has highlighted that India is a caste-based nation here any kind of facilities are providing as per caste and class-based. So, she has focused on how

education may be provided independently to all marginalized and inequality community people. Some years ago, National curriculum framework 2005 was restructured school text books to eradicate the casteism feelings by NCERT. Her study discussed that caste wise discrimination is looking inside the classroom. Sometimes children are following their own rule means they don't mix with lower caste children in their school and this nature is available with teachers and non-teaching staff. Then also "we feeling" is available in the school environment so gradually it is helping in social change.

Chanchal Chand Sarkar (2016) has talked about the stages through which the RTE Act has come into effect in elementary education of India and how, in the course of implementing the Right to Education (RTE) Act, the existing system has been changed and aligned with a view to full fill its objectives. This paper has explained also about other important schemes of central and state govt have taken an important role in the success of RTE and SSA.

O.R Krishnaswami, M. Ranganatham, P.N. Harikumar (2016) have described about clarity and understanding of the concepts, different methods as well as application of research techniques in social science.

Tara Béteille and Vimala Ramachandran (2016) have thrashed out that the managing of contract teacher carder is so difficult political economy. Different issues are coming due to this contract carder such as the protests, frequent strikes, court cases by teachers for their demand so all these problems are creating obstacles in the function of administrative and effectiveness inside classrooms. His study was adopted about appoint of contract teachers in Rajasthan and Madhya Pradesh two states. And his study remained conducted in some states like the Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Odisha, Punjab, Rajasthan, Tamil Nadu, and Uttar Pradesh. Then he has examined that how contractual teacher is hiring in states. Then he discussed different issues that are coming practically due to the average number of contractual teachers and regular teachers. Its bad effect is affecting the goal of enrolment, then govt may think properly that how the hiring of contract teacher will not be an obstacle in the quality education.

Archana Mehendale, Rahul Mukhopadhyay, Namala Annie (2015) have discussed about Right to Education because it's not understanding in the ground of 25% reservation for disadvantage children in private schools of Bengaluru and Delhi. All the disadvantage parents failed to join their children in Private Unaided Schools due to the non-cooperation nature of these schools. These private schools can't get their heavy fees from these economically backward children because of their poverty.

Bibhuti Bhushan Malik (2015) has highlighted the gaps in the implementation of educational conditions of marginalized communities in the context of the RTE Act. Government schools' condition did not improve to a satisfactory level due to so many problems. He has discussed about the RTE Act under the U.P. government and reveals that the provision of RTE not implemented so far.

Des Hewitt and Susan Tarrant (2015) have to own experience in Primary education because they were involved in Primary school education. They discussed about the classroom teaching of schools in their book such as how students will be attracted towards education? How they can ask questions about their doubts after the whole teaching in the classroom? They have explained that many countries have been in the grip of an economic crisis in the early parts of the twenty-first century. During these periods, the role of schools and education were in the question mark. They observed on so many schools' education system in Delhi as well as out of Country also such as those factors are several areas of the curriculum for projects such as exploring differences in weather and examining some moral issues in personal, Social and Health Education.

In the first chapter of this book, they have discussed about freedom, responsibility, and agency in learning, according to them, the curriculum should be purposeful learning in an authentic context and inquiry-based learning. They have stressed on teachers; learners and their families are all actors in the community of learning in school they exercise agency by making conscious and subconscious decisions in the classroom. According to the early year, education has important for primary school students from an early stage. The development of children is very important. Motivation, confidence, and skill development should be available for students in their schools. Developed thinking and problem-solving is an active process in child learning is essentially a social process. They have given importance on innovative

learning technology means a student should be comfortable with all these. As a result of they might clear their doubt. Management and any leadership they should help to school development. All students in a school, as well as classroom, interact with each other. Those staff are related to this education platform they should be passed their innovative ideas for further implementation.

Kameshwari Jandhyala and Vimala Ramachandran (2015) have been so many policies references with the entrance of the third parties in improving the women teachers in all educational institutions, particularly at the school level of India. This study was on three of the selected districts of Rajasthan regarding connections across the secondary school, universities, and teacher-training stages. This paper was discussed about the most important requirements for increasing the enrolment of girls in the state.

Peeyush Kamal (2015) has described that Peeyush Kamal (2015) has described that many illiterate populations and poorest people in India than other countries. To decrease the above-described problems education is the most effective therapy. The 86th amendment is providing free and compulsory education under Article 21-A from the age of 6 to 14 years of children. Therefore, this elementary education could be the compulsory education for every child in the country. His article has discussed the progress of the elementary education system in India.

After the whole study of this article, EFA impressed that India developed enormously but then again still it has confident parts of panic, which are mainly answerable for failure to achieve the fulfilment of the goals of universal literacy and enrolment because many children from remote locations are as the out-of-school children. So, it should be focused by government.

Gaurav K. Uniyal and Punit Sengupta (2014) have explored the basic aspects and practices of the elementary education system, especially in the Indian context. And they have discussed the problems of elementary education such problems as infrastructure, curriculum, socio-economic factors, etc. This book mentioned the government was committed to enhancing the financial allocation for education to 6 percent of GDP. And then the administration has decided to rising the grant to education to 6 percent of the GOP as in contradiction of 3.7 percent at present (P.44). They mentioned government schools have very less enrolment than private or public

schools due to lack of quality education. Private or public schools are performing more competition for students than in government schools. The motivation process of government schools was very limited for increasing enrolment and stop the dropout rate. Government schools have a number of authorities and also, they are planning so many but later stage it's becoming injure critically by so many difficulties. Parents have no sufficient time for monitoring school's as well as their children's performance. They have done research on different schools of 10 districts in Uttar Pradesh. Secondly, they have discussed set a proper and suitable curriculum for students, SMC's support, Parents teachers' conferences, empowering childhood education, family activities for sending their children to school, home learning, and focus on children's development.

Nagaraju Gundemeda (2014) has discussed in his book, on "Education of Hegemony: Social Construction of Knowledge in India in the Era of Globalisation" that the sociology of education also aims to help in the understanding of the whole task of the social class in determining the system of obtaining the education. The nature of education is a central issue for sociologists who follow different approaches to understand the dialectics of the route of education in relation to employment and society. Education is a crucial part of economic development. (21-48)

Subbrata Ganguly (2014) has travelled in most of Europe, Russia, China, and Turkey. but he noticed that reading the names of streets as well as shops was made simple by a single script everywhere in Europe and some of the other countries. his research for a single script to serve the various Indian Languages so it's top for school children. Indian schools have no teachers for all languages.

Geetha Nambissan and S. Srinivasa Rao (2013) have described that the education field today in India is vastly different from that in the first decade of post-independent India, where education was seen as a key institution for the superior project of nation-building and national development and through which equality of opportunity and social justice could be achieved. SCs and STs Community's students face discrimination and neglect in Indian society. Caste and poverty are influencing on the access of progress of children in schools. (P:1, 85-89). Schooling has a different impact on an individual's activities and conditions.

H. Ibomcha Sharma (2013) has highlighted on the status of Universalisation of Elementary Education in SSA of Manipur, and the achievement target was up to 2010. The author has discussed different problems which are blocking the road of universalisation of elementary education. Therefore, the paper may be so beneficial for teachers and students in overall for their academic resolution and for academics as a spring of connected works in specific.

Secretariat, L. S. (2013) has talked; education was the limited duty of all States. Constitutional Revision of 1976, in which education has involved in the parallel listing, was a long-time step. But The responsibility of this great duty for providing education to every student with maintaining the quality was divided between Central and State govt. whereas responsibility and role of the States can't carry out its role properly in education but central govt accepted large number responsibilities. then its aim was free and compulsory education shall be maintaining the quality and standard with teaching professionals at all education levels and supervising the educational needs of the country. Then this paper has presented about maintaining excellence and standard as well as those of the teaching job at all stages, and the study and monitoring of the educational necessities of the nation.

Rakshinder Kaur (2013) has played a remarkable character in Indian education by providing limitless ideas and educational strategies in the background of Indian situations and requirements. This educational planning by Indians was different from British policies and planning in the ways and means (Ghosh, 2009). According to his research in different five-year plans, considerable importance was given to education both in qualitative and quantitative terms. Monetary distributions for a different level of education were made in the union and state budgets.

But goal of universalizing education could not be achieved within the fixed period often in India. From time-to-time different education commissions and committees gave their recommendations to realize the goal of universalizing education. Even after all these policies universalisation of elementary education. Means its right to education does not reach a satisfactory level in India.

According to two authors R.B.L. Soni and Md. Atiqur Rahman Md. Atiqur Rahman (2013) Junior Project Fellow (J.P.F) were submitted a report on "Special Provisions

for Education of SC/ST Children under SSA and Teacher Perceptions about Effects on Learning Achievement and Social Behaviour”. In this study, both authors were talk about how various provisions could have motivated to children of SC and ST for enrolment. Some of the problems have analysed with teachers’ perceptions regarding the important impact on better learning achievement as well as social behaviour which is most important for students and teachers in the development for elementary education.

Taramani Naorem and Vimala Ramachandran (2013) have analysed his findings of one qualitative study tasked by SSA in six states: Andhra Pradesh, Assam, Bihar, Odisha, Madhya Pradesh, and Rajasthan - during 2011-12 to observe the addition and elimination in schools may not be creative. This study was on the children of enclosure and omission from unlike place of view: from the exterior of (who goes and what kind of school he/she is preferring); then from the inside (what happens inside school) in the society. This study was on the children of the outside of the school and the children of the outside of the school in the society. Those children were coming to school regularly they are visible but many children were not coming regularly among them some students were from seasonal or new migrant labour families. More than maximum parents are from Dalit and Adivasis and SMC members did not participate for discussing on their children’s performances and school development works.

Krishna Kumar, Manisha Priyam, and Sadhna Saxena (2012) have reviewed work(s): on the work field of DPEP. They have represented also some issues on the crisis in primary education in several states. They have talked about what is worth Teaching? First, they have focused on the problem of curriculum, different types of salary packages among teachers, Provincial Education Service Officer all these should be discussed. Like, the curriculum is too old and not attractive for students and teachers, different type of salary packages among teachers due to the appointment of variety of teachers, Provincial Education Service Officer is not sincere to take their duty due to various reasons.

Kashung Zingran Kengoo (2012) has discussed in his article on the Status of Education in Manipur special focus on various problems SSA, errors in textbooks, contract teacher, the poor condition of functioning educational institute and its causes etc. He also mentioned about political instability due to political instability in the

state, instead of integrating and promoting the education system in the state, the system of education is struggling very badly in educational institutions. The literacy rate of Manipal is very impressive than other states of India. But the quality of education is not impressed with the miserable status of elementary education. As per this paper, this state has failed to provide quality education. How have government educational institutions deteriorated in quality to a great extent? This is mostly due to corruption and nepotism in selecting teachers. The author has told that teachers didn't proper knowledge, any experience, and lack of commitment, government schools has failed in produce of good students.

Pulla Rao (2012) has discussed for the disabled children in the context of RTE Act, its bill in India, RTE and equal opportunity in India, RTE and inclusive growth, RTE Act influencing a number of progresses such as economic growth, friendly environment among students, it reducing the dropout rate and child labour. Some disable students are studying with other students in many schools. The summary of this article, disability students should not face any problems with other students in school environment.

Report to the People on Education (2012) have discussed whole description about elementary education by its different details likes literacy, primary mover of education, elementary education, fundamental rights of children, secondary education and its path to progress, academic and governance reforms, inclusive education and providing educational support, information and communication technology and technology enabled learning, Government has given guarantee to provide free and compulsory education to all children This Act has implemented in April 2010 is guaranteed to provide to quality education without any charge to huge number of out-of-school children. In this report, improvement details on quality education have discussed the reference of development of Madras State elementary education.

Sijan Thapa (2012) has carried out the survey in the Gurgaon district of the state Haryana. After this study, the author has described in findings the SMCs aren't functional at all. This author has described that SMC is not fulfilling its goal. Means what are guidelines are available to be practically this SMCs not working up to a satisfactory level in many places in this district also.

Tattwamasi Paltasingh (2012) has discussed on national curriculum structure of elementary education. And also, there can be linkages between the framework of the National curriculum at different education levels, NGOs and agencies are supporting in entrepreneurship as well as a content-based teachers' training module. As a result of those teachers may be familiar to teach with modern technology.

Teltumbde Anand (2012) has criticized critically to this RTE in his article, He has told directly that this is a snatching policy forcible from the Indian constitution. Inequality is indicated in this RTE means only 25% reservation in elite schools for getting quality education but rest of students will suffer in a government school where is no roof and insufficient teachers of the school. Many private schools are not ready to cooperate with the weaker section people. Many private schools are not receiving the reimbursement of the exact amount which amount is spent for those 25% EWS up to the age of 18 years.

Neeraj Gahlawat (2011) has given one example regarding illiteracy means Illiteracy is our sin and shame and must be liquidated. According to his article Right to Education for the children of the country come true. But it was planned by Gopal Krishna Gokhale long years ago. This paper has talked those rights of children was discussed more than for Indian children a hundred years ago, a hundred years ago by the Imperial Legislative Assembly. That goal is fulfilling after more than a hundred years later. After the fall of so many education policies this policy also not succeed completely but this is an ongoing education policy. So, the author has positive hope on the provisions of RTE for universalizing RTE.

Yogendra K. Sharma (2011) has given a complete description about the Methodology and Techniques of Educational Research with different examples.

A. K. Shiva Kumar and Preet Rustagi (2010) have examined the whole major progress of UPE with the anxieties of justice, enclosure, and also the excellence from the main focus which appearances into the proportions of the particular weaker section, social elimination, gender inequality, include special requirements for children of additional abandoned groups. They have discussed on monitoring agencies. So, he has highlighted some school issues of West Bengal, Himachal Pradesh, many school community members are spending resources of schools.

American India Foundation (2010) has revealed that various issues are found out as the disturbances in the universalisation of elementary education. Poverty is diverting the poor masses from their education. The government is also trying to be aware of those poor masses through all the SMCs and community members of schools from urban to rural especially in the rural belt and slums of India. Labour people are migrating frequently so their children are facing difficulties in their education. NGOs and different community centers are helping to provide education in non-formal education, bridge courses and community-based low cost private schools are supporting some of the children in India.

Anil Sadgopal (2010) has focused on a brief overview of Denial - from British Raj to the Indian State. RTE was started by Mahatma Jotirao Phule more than 125 years ago while the important matter was presented by him which is related with this bill to the Commission of the Education (Hunter Commission:1882). He talked about the process of revenue collection by the British Government collected more revenue. But only the Brahmin caste and upper-class people were eligible to gain an education. But lower caste and labour class masses were neglected to access these education facilities. Mahatma Phule gave full effort to implement it. Because the British government collected most of the revenue from the labour of the common people. In 1911, when Gopal Krishna Gokhale passed his Free and Compulsory Education Bill in Imperial Legislative Assembly, Gokhale met many critical struggles. Most of the members didn't help him with this but Maharaja and other were talked on the status of this bill then their effort was not helpful in the speed of this bill. The King of Darbhanga from Bihar was taken signatures of 11,000 on a letter from the leaders and proprietors of different states was given effort with deep worry about the farm if those labour children will go to school, then who will work in the agriculture field. Because all these people wanted to cooperate to Gopal Krishna Gokhale to move his Free and Compulsory Education Bill. The National Education Conference which was held by the side of Wardha (Maharashtra) within 1937, Mahatma Gandhi had to make use of all the sufficient impacts at his order to assure the Ministers of Education of afresh chosen Congress governments were given priority to this primary education with the grant of fund allocation but gradually ministers kept their point of view that there was no money. In this Constituent Assembly, one draft was passed that is Article 45 and this article is free and compulsory education up to 14 years old children but India

would not have the necessary resources. Dr. Babasaheb Ambedkar has given his best effort to implement. Due to this reason, he was forcefully argued to establish more schools in our country, not more factories and farms. Then Child labour can stop in this process. Because numbers of students were preferring workplace for financial support but not school. The Constituent Assembly of India (21-22 April 1947) was chaired by Sardar Vallabhbhai and he has discussed this matter such as this fundamental right. And he has highlighted how our elementary education has been modifying time to time to provide quality education. But one thing has been described clearly that the financial budget is the main problem for implementing RTE in elementary education from starting. And also, so many educationists and policy reformers and policymakers are saying RTE may be failed to implement its goal for the insufficient sanctioned budget. In this article, so many questions analysed on RTE Act for providing quality education free of cost to all students up to class VIII. And it can stop or not the dropout and not enrolled in the elementary education level. Some of the provisions are compromising with the quality of education as per this article.

Archana Mehendale (2010) has discussed a sanctioned budget for the enactment of the Right to Education. Free and Compulsory Education Act, 2009 was received presidential assent on date- 26<sup>th</sup> August 2009 as the rights of children. When the RTE came into force then the central govt may notify to all states for following the aim of RTE. This article focuses has discussed how govt is examining the formulating norms within the central structure of elementary education. Especially she has talked that Central and States will spend mutually but in later stage it creating problems. She has analysed various functional bodies of elementary education for the implementation of RTE Act 2009. She has studied on the state of Karnataka, Panjab, and Madhya Pradesh problems for the implementation of the RTE Act, and it monitoring.

Devkanya Chakravarty (2010) has written about, how the civil society supporters habitually blame to the union of teachers because of their demand for their personal benefits any constructive role in the education sphere. He has spoken that this issue especially is a most important matter for a discussion because it may affect the success of RTE in West Bengal.

Hyll-Larsen Piter (2010) has discussed RTE for children in a violent conflict. Because this Act with a less GDP and so many problems i.e. According to his study, 75 million

children have not enrolled in primary education and they are living in the different conflict-affected areas due to poverty.

One of the noted former foreign secretaries of India Muchkund Dubey, in *Mainstream* (2010), mentions that even the RTE bill missed many things. The author talked that the supreme share of the GDP motivated to elementary education in India was around 3.5 percent the RTE Bill perpetuates the multilayer discriminating school system. It legalizes the presently functioning four groups' schools in India (a) Government School (b) Aided Private school (c) Special Category Schools and (d) Non aided Private School. One of the main problems of School Education in India is its abysmal poor quality just because of poor and old curriculum syllabus, poor pedagogy, inattentive teachers and parents.

Praveen Jha and Pooja Parvati (2010) have explained about the demand of school children and their basic entitlement in elementary education level which are main instruments for development of elementary education.

Rakesh Reddy Thummalapally (2010) has written that selecting school is becoming so difficult for parents regarding the quality of school and budget is affordable or not. Because of good score of their children, teachers are very much friendly with children as well as children become prompt in many activities with intelligent. But poor parents are only one option government school for their children.

Shruti Ambast (2010) has described about Section 12 of the Right to Education Act (RTE) mandates to provide 25 percent reservation for weaker and disadvantaged society in all private unaided schools. She has also discussed regarding the target of 6% GDP for the implication of universal elementary education.

Shruti Ambast (2010) has highlighted major problems regarding 25 percent reservation for economically backward students in the private school of Delhi. Those private schools have enrolled to those students on the basis of 25% reservation they are unsatisfactory to take the reimbursement from Govt, because of their expenditure is as high as Rs. 13000, 4000-20,000 per year per child.

Sonjuhi Singh (2010) has argued in her paper that government should not close to all unrecognized schools due to avoiding the norms of the RTE Act when all these unrecognized schools were established in a different part of Delhi. So many poor class parents prefer to those unrecognized schools due to minimum fees because they can never afford the fee of recognized private schools. And they are interested to send their children to government schools. All those unrecognized schools have different issues like infrastructure, lack of sufficient teachers, lack of playground, etc. And government must be fulfilled of all these lacks in elementary education. These unrecognized private schools are doing roadblocks of the RTE Act. This paper is demanding indirectly that government should provide all the standard facilities to those schools actually all these schools are facing crisis for providing the salary to all the available teachers than those schools.

Supriya Narang (2010) discussed the importance of monitoring agencies on different works of all schools. RTE and SSA are the same aims for motivating access to quality education for children of elementary education. But, at the same time as SSA is applied and monitored by the Minister of Human Resource Development (MHRD), and RTE has been implemented through SSA and has been monitored by NCPCR. Going forward there is a need to ensure that the monitoring mechanisms of SSA are strengthened and that the lessons learned from the monitoring failures and successes of SSA are successfully applied to RTE.

Tanmoy Bhattacharya (2010) observed two Acts in the Indian perspective that is a bearing on the education of disabled children, and those two Acts are the Persons with Disabilities Act and the RTE Act. And he has represented that though, in England and Scotland, flat in the 1970s, although the doubtfully called "uneducable" children protected the RTE, 400 additional special schools opened up to accommodate those children. This educational reform has increased pressure on all the government schools to keep apart children with disabilities. This paper has claimed for thinking about further sanction for implementation of this RTE Act because schools are running with different issues

Amita Chudgar (2009) has divided his article into five sections. At first, he reviews India's school enrolment situation. Secondly, he was reviewed on the adult illiteracy issue that has received comparatively poor attention. In third, he has discussed

empirical analyses about the relationship between (a) current elementary school enrolment and (b) elementary school completion. When many children will not get the education or those are going to if they will not get quality education after that in nearest future their socioeconomic status may hit with poverty. Then their illiteracy will influence all developmental programs.

But in a recent study by Pankaj Jain and Dholakia 2009 have expressed that if govt allocates 6 percent GDP to the elementary education sector then also it will not be sufficient to achieve Universalisation of Elementary Education otherwise the Public-Private Partnership (PPP) form will not work so 25 percent reservation may not function. This paper has highlighted major problems regarding 25 percent reservation for economically backward students in the private school of Delhi. Those private schools have enrolled to those students on the basis of 25 percent reservation they are unsatisfactory to take the reimbursement from Govt, because of their expenditure is as high as Rs. 13000, 4000-20,000 per year per child.

R. T. E. Act, (2009) has given complete descriptions of the Right to Education. All the rules and regulations and the complete scope of all the guidelines have been discussed in this Module report. All the children can get free and compulsory quality education up to 14 years old. Economical backward students can get 25 percent seats for their enrolment in private schools free of cost.

Suman Bhattacharjea and Vimala Ramachandran (2009) have described about Primary school teachers in India have no source of academic support whatsoever. Teachers need effective training that will be helpful to them for coping with classroom situations. This article examines many issues which are creating obstacles in the improvement of teachers' activities. He has examined different problems of the primary education system. In his study, he studied of five states to highlight some of the complications faced by teachers like administrators and teachers and put front ideas in favor of adequate exercises.

Vimala Ramachandran (2009) has talked about very less GDP sanctioned by Government for the R.T.E Act implication. He has also discussed low teacher salaries; the public also interferes in many works of the school. He has argued that the

public should give them some time to school and poor and the marginalized that will bear the brunt of this neglect.

Anita Mukharjee (2007) has analyzed on Implications for Education, 2007 has analyzed on Implications for Education allocating 2007 has improved budget for primary education and started some new actions to assign through the rate of dropout. Otherwise, competing opinions regarding the efficiency of the program will remain. Little is known about improvement in the quality of education through external evaluation of SSA.

Vimala Ramachandran and Kameshwari Jandhyala (2007) have spoken about the access to education means every child are going to their school for learning. Many basic elements are needed for meaningful access in elementary education such as the enrolment, regular attendance of students and teachers, availability of textbooks include other knowledge resources, an education setting for the working school. Their paper tries to synthesize the understanding of minor and bigger projects of the government and also non-governmental organizations to highlighted difficulties in the system of government.

Krishna Kumar and Joachim Oesterheld (2007) have discussed about different issues of primary education of Asian countries and national education policies for the process of nation-building. They have discussed different languages, cultures, and religions in all the educational policies of a major population than its impact on minority communities.

Ramachandran Vimala (2007) has highlighted on the enrolment of children in schools. Free education is available for poor people's children but that free education runs with negligence. While education should be provided equally for everyone then it must be rebuilt with the cover of all origin issues as per the different needs of different strata of society.

Maureen T. Hallinan (2006) has explored that education is most important for the society like both are intertwined. Therefore, it impacts on individual lives in the world. This paper has described School as the pillar of whole life construction. The school has a great role in socialization and helps in the socio-economic status. Then a

person can get much more opportunities in the social structure. Then those good chances for children's learning purpose then those children can become motivate in cultural groups that hold a unique value about learning.

Janakumaran Nair and Retan Kumar, Perianayagam Arokiasamy (2006) have told that most of the parents are not choosing government funding in schools for their children due to poor quality of teaching and these schools just focused only on students enrolled in Kerala. And also, those are private English-medium schools decline frequently in enrolment.

Jandhyala B. G. Tilak (2006) has given the most important demand on allocation for an implementation to the goal of universalisation of elementary education in various ways. And he has highlighted how government can improve to this allocation for the implementation of universalisation of elementary education. This article reveals that the 6% GDP can possibly to the success the goal of universalisation of elementary education. The author has written that Government needs to think about the increase of reallocation of resources in favour of education. So, he would argue that one of the most contentious issues related to the right to education has been financed. It is held that provision for good quality elementary education to all children would mean a lot of finance and that the first developing economy like India cannot afford it.

Ravi Kumar (2006) has discussed the crisis of elementary education from various aspects such as caste discrimination, growing social pressure and poverty, gender discrimination, allocation of budget.

Ruma Pal (2006) has discussed on primary education and the law the judicial decisions and statues are the main sources of the law, and both directly affect a citizen's rights. Yet, despite some activity in both these fields, the progress of spread of education in continues is slow. He has studied on the problems of primary school's children in different states of India like Tamil Nadu, Karnatak and Delhi because of so many primary school children were working in firework of Tamil Nadu state, many children were facing different issues in their unrecognised school. So, government should provide free and compulsory elementary education like America with availability of all facilities.

S Chandrasekhar and Abhiroop Mukhopadhyay (2006) have voiced that the Primary school Education as a Fundamental Right Cost indications. Authors talked that completely free of primary education will help for 100 percent attendance rate is doubtful. Both authors found in their study; government must have added one extra lowest compensation of over Rs 2,900 core for development of primary education. They also represented on the discrimination of gender over family spending. Consequently, they were taken interview girl child about schooling parts.

P. K. Mazumdar (2005) has deeply described all the methods of educational research to find out research conclusion by following research technique.

Prem Kumar Jha (2005) has written about the benefit of teacher training. All the teachers should take the adequate training to learn interactive and better ways of teaching to make all the subject interesting, curriculum implementation. He has discussed about the modification in teacher's behaviour with teaching effective then teachers can face all the challenges in teaching process.

Santosh Mehrotra, Panchamukhi PR., Ranjana Srivastava and Ravi Srivastava (2005) have discussed on different obstacles of elementary education in India. Poor class children enrol in elementary school but they are facing difficulties in their education shortages of teachers, class room, health environment and poverty etc. Then also government is watching dream for universalisations of elementary education in India.

Shant Bala (2005) has discussed in his article the importance of the Gandhian Conception of Education in the present period of India. According to Gandhiji, the aim of modern education must be vocationally based. An educated person should be independent in her/his life. It should not keep in the certificate file. So, the syllabus must be prepared in that context with the support of relevant committees and commissions. With knowledge a child received from her/his course then that knowledge must be related different activities as well as practical. And he was expected that one closeness must be built up between school and community. Then those students can produce self-employment within them. Otherwise, the country will face the serious issue of mounting educated unemployed young women and man. He was given the first blue print of national system of education for making the modern India.

Omm Prakash Varma (2004) has given a very clear idea about survey methods in social research. Data can be collected by surveying method in a consistent. This book has highlighted that the survey is using both methods such as questionnaire and interview for data collection. This book has given different knowledge for conduct research those different bits of knowledge are different methods, research design, sampling methods, use of statistics, sampling technique, questionnaire design and use of it, the step of analyzing data, bibliography set.

Sarada Balagopalan Reviewed work (s) on Free and Compulsory Education Bill, (2004) discussed the most important problems of elementary education in India. This article described a few basic norms that the primary school must have two teachers with one classroom per teacher and must be 200 school working days in the academic year, the extra-academic role of teachers includes four hours of teaching each working day.

S. R. Bajpai (2004) has given clear idea on Methods of Social Survey and Research in social science to do research in social research.

Buddhadeb Ghosh (2003) has provided a good assessment of the DPEP in Karnataka but draws misleading and far-fetched conclusions about the involvement of external funding agencies, especially that of the World Bank, in the education sector. Education can be seen as a means, but it may also be considered as an end because it gives one 'greater freedom to do the things one has reason to value'. If the World Bank emphasizes the instrumental value of education in economic development in its reports, the end value of education does not get lost. Whether the educated citizenry should be looked at from the 'human resource' or 'human capital' perspective or from the perspective of 'human development' depends upon the context of the discourse.

Mehta Arun C. (2002) has given a full description of different education policies and schemes related to elementary education. He has discussed the achievement of the goal of universalisation of elementary education in the scenario of elementary education at the timing of RTE passed. This article has discussed the different indicators which indicators will be in universalisation of elementary education such as schooling equipment, enrolment percentage, attendance percentage, lady teachers' number, transition rates, teachers' average number in schools, the appointment of

trained teachers, available facilities in schools, pupil-teacher ratio, out of school children, dropout children, internal efficiency of the education system. All the above mention issues are doing road jam of universalisation of elementary education after lunch RTE in India.

Krishna Kumar, Manisha Priyam, and Sadhna Saxena Reviewed work(s) (2001) has criticized the education system of India because of the appointment of para teachers and the consequent categorizing of the full-time teacher as an obstacle to the education system's further development. They were observed on DPEP in 240 districts across 16 states.

Rekha Kaul (2001) has revealed that compulsory education for children up to class VIII is completely different. In his study, the sample was 95 primary and upper primary schools across Karnataka regarding its quality, retention, and dropout rates. The government is supported by different development projects seeking to reduce widespread inequalities, alleviate poverty with different support programs which will help to increase the literacy rate.

Madhav Godbole (2001) has given a clear statement that the number of educational policies was lunched one by one in the U.S. Right to education policy was lunched there earlier than India with other countries to provide free education for poor masses up to 14 years age children. Author focused to provide quality education in some states of India such as Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh as references in his study. And he was told that making elementary education fundamental rights is not the solution for all ills afflicting elementary education. Actually, he was not satisfied with the progress of elementary education criticized to this RTE. The Paper has highlighted the low literacy rate of females than males. Students' attendance at Goa and Kerala is higher than in other states of India. In different ways, the progress of elementary education has been more impressive in Himachal Pradesh. At last, he has criticized to sanction budget for the implementation of RTE in India.

Vaidyanathan A and Nair Gopinathan (2001) have discussed that a national project has examined the quality of elementary education in 9 (nine) states of India. This study has focused on the condition of disadvantaged people, especially on the girls of

SC and ST categories of 95 villages. The study has covered family structure, socio-economic background, the interest of children towards education, cause of non-enrolment, dropout, household expenditure for their education, condition their school facilities, teachers' characteristics, state educational budget. Many problems are in elementary education in nine states in this study.

Namita Ranganathan (2000) has discussed that children are not attained equal attitude in the classroom so some children need special attention. He has discussed the role of school, teacher, and parent for primary school children development. Because he has mentioned this stage is the main pillar of those children for their higher education career.

Krishna Kumar (1998) has written that education is a good door to a bright future. It will help in the excellent improvement of economic policies. His paper has highlighted to three facts such as the present scenario of primary education of India, dominant and economically stronger sections of society people are preferring higher education higher than other section communities and some of classes people are protecting the class system in India because of they are capable to achieve much more things than weaker sections people. But education can break down the boundary of discrimination in the field of education and progress of economic policies. In primary and upper primary school, some major issues are creating obstacles like teacher shortages in universalisation of elementary education.

J. V. Deshpande (1997) has discussed about the absence of educational amenities, mostly the absence of facilities for elementary education for people due to deeply economical scarcity or illness, different types of misconduct or bribery, serious issues of casteism or linguistic narrow-mindedness, religious prejudice feelings or monetary stagnation, all these critical issues like evils in India jump from a most important reason: the shortage of facilities for universal elementary education in India.

Poromesh Acharya (1994, Janu) has spoken about every child's education of nine high population countries, viz., Bangladesh, Brazil, China, Egypt, Indonesia, Mexico, Nigeria, Pakistan, and India were held in New Delhi on December 15 and 16 1994. The World Conference on Education for All was held in Jomtien in 1099 which was adopted one announcement calling upon all the members of states as well as agencies

to do their best for achieving Education for All (EFA) successfully by the year AD 2001. Then the government of India recently has declared an article entitled Education for All on that time. He has mentioned that other social issues should be stopped then obstacles should be stopped then education for all might be successful. Otherwise, India is a developing country and most children have been struggling with their bad economic condition.

Poromesh Acharya (1994, Dec) has revealed various problems like low enrolment, low attendance, dropout rates, and the quality of teaching. For these obstacles, India has in a long way from the universalisation of elementary education.

D. Nagasaila and V. Suresh (1992) were opined that RTE Act declaration is in danger of remaining a "mere judicial articulation" and "would only widen the gap between the normative order and the social reality" (p 1847). Education does is not a fundamental right but it's based money and power. Sanctioned GDP is not sufficient to make it a successful R.T.E Act policy.

Government of India (1992), It was modified to many old frames withing Indian education system. Then it was given stress on the need for bring a radical restructuring of the education system, to improve its quality at all stages, as well as then it was given much better attention to improve the subject of science and technology, it was workout for the moral values with a closer relation between education and the life of the people.

UNICEF, (1992) report was given information by this study many parents neglected their girl's education due to their prejudice thinking, conservative mind, insecure thinking for sexual harassment, sibling care and ignorance about the benefits of girls' education. UNICEF's objective is to aware parents for girls and women education in India because parents and society can motivate to girls and women for become educated.

M. Marmar (1991) has drawn attention about the funding issues for the development in educational planning. There are two boundaries of this issue-sectoral allocation to education in proportion to allocation to other sectors and intra- sectoral allocation, within education, to basic education. Not only is there a steady decline in the

allocations to basic education, but the cuts during plan readjustments is also on mass education. In fact, it is directly proportional to the proximity of education to the grassroots. During the First Five-Year Plan elementary education had a share of 59 percent of the total educational expenditure; this sharply came down to around 29 percent in the Seventh Plan. Compared to that allocation in higher education increased from 11 percent in the First Plan to about 18 percent in the Seventh Plan.

Interestingly, this is not unique to India. Then in a recent global analysis, Jacques Hallak points out in his book *Investment in the future* that this is a universal phenomenon in developing countries. Sometimes funding is becoming transfer for higher education before utilize.

Padma Velaskar (1990) has presented the educational policy in one wider-historical aspects as well as political prospective with aims for exact focus on equal quality education in elementary education in India. But poor condition in all the facilities and norms is impossible to remove inequality in elementary education.

Souresh Chandra Shukla (1983) has written in his article that thought and experiment of Indian education was in distance during the British period. Only few people were able to access it but for others it was in in so distance. But in present situation Indian education and western education are not impossible for people. Therefore, system of schooling and school education should be quality based. Development of elementary education is so important to universalisation of elementary education can success within a limited time bound.

John Kurien (1981) has said it's an impressive commitment and achievements in the area of mass education, it has not been possible in a more mobilizing state like China in which a single all elementary age had not enrolled in this school but govt was officially announce the new target date ever since 1960. One such year was 1965-66 and when this was found impossible, it was revised in 1975-76. Among the more recent and authoritative statements was the report of the Planning Commission's Working Group system in the early 1970s which proposed that with its detailed the program of universal elementary education "be definitely accomplished in a period of ten years by the end of the Sixth Plan (1984) or at the latest by 1986 as recommended by the Education Commission". This paper has discussed on the progress of real

educational in the period of post-independence India about the constitutional directive of universal elementary education. It coincides that it will be an extraordinary accomplishment if even universal primary education - five years of compulsory education - becomes a reality by the end of this century. This article has given some clear picture of universal elementary education. In official planning of enrolments, the above and below age number of children are taken into consideration in estimating enrolments for Stds I-V. This has however not been followed in Stds VI-VIII. Moreover, while all states were registered an increase in the enrolment as compared to the population in the age group, the interstate breakdown indicates that in some states there was really been a slight decrease in attendance rates viz, Andhra Pradesh, Assam, Bihar, Orissa, and West Bengal. This matter should be noted that with the exception of Assam State, the remainder states are with large numbers of non-enrolled children also with Rajasthan, Kashmir, Uttar Pradesh, and Madhya Pradesh have been identified by the 1977 Working Group on the Universalisation of Elementary Education as the eight backward states which were nearly 74 percent of the non-enrolled children.

K R Shah (1969) has described about the sanctioned budget for elementary education from 1950-51 to 1960-61 in the USA. Then he has compared some major scope of India and the USA in his article for locates critical problems in Indian elementary education. There Government has changed the sanctioned budget for elementary education from time to time in the USA. Then teachers were getting their modified salaries in the USA. The average salary per teacher in Indian elementary schools in 1960-61 was Rs.932.4 per year but in the USA the average salary per teacher of elementary school was \$ 5,03410 (Rs.24,414), i.e., over 26 times as high as in India. As per his point of view, teachers' salary has an important role in the development of elementary education. He has talked that government should maintain proper eligibility criteria at the timing of appointment, pupil-teacher ratio is the most important element to provide quality education in the elementary education level, pay scale of teachers should be on the basis of the current budget, sanction of financial allowances should not be neglected, all the students should get all the essential facilities on time.

Humayun Kabir (1957) told that education was very disappointing volume in New India because maximum children were unable to access education. During that period actually, there was no particular book to read but students were reading some collection. Those who came from the neglected background they were incapable to access education after so much struggle they got the chance gradually with upper caste and class categories. Then Gopal Krishna Gokhale played a major role in the improvement of the Indian education system. And he discouraged untouchability, the caste system, and provide liberation of women as well supported the cause of female education.

#### **2.4. Elementary Education and RTE in Odisha Context**

In 1<sup>st</sup> April 2010, Odisha has adopted this policy to provide free education to all children like other states. Many authors have conducted many researches on different aspects of elementary education for better progress of elementary education in Odisha. They have discussed different major issues which are creating obstacles in development of elementary education. They have highlighted those issues frequently but government are taking long to eradicate those problems. Enrolments are increasing per year indicating a better future education of our children. Because a number of parents is interested for sending their children to school regular. They have hope that their children may achieve a better life through education.

Jajati K. Parida, Sanjay K. Mohanty and K. Ravi Raman (2015) have narrated how poor class people prefer for government school education with many issues in elementary education from the communities of marginalized and disadvantage.

Jyothi Bathina (2014) has travelled to some states of India like Odisha, Andhra Pradesh and Kerala with educators from California State University, Fresno. They described how poor people sending their children to school with so many negligence conditions, then in residential schools running with many problems, language should not be an obstacle, school environment should be punishment-free zone. Three states running with almost same to same problems in government school education. He has analysed about tribal children, Bala Ashram Schools and Indus School in his study. How many children are suffering from fulfilling their little demand? They are still

unable to perform up to a satisfactory level in the process of development of education.

Nilakantha Panigrahi and R. P. Mohanty (2013) for identification of the social, cultural, linguistic or other barriers which are creating obstacles in implementation of the schematic interventions and attainment of these goals. Took 120 schools have been studied, by them constituting 40 sample schools from each of the three specified districts viz Anugul, Cuttack and Ganjam. The samples are of 16 different categories. These are: Urban (24), Forest/far-flung (9), NPEGEL (5), KGBV (5), CAL (9), CWSN (9), Civil Work (10), Recurrent Flood (7), In-migration (2), Out-migration (40), ST concentration (5), SC concentration (8), Gender Gap (3), OSC (1), Special Training Centre (2), and Rural/other (17). samples different categories of schools.

Their study highlighted that a total number of 21098 students are enrolled in all the 120 sample schools representing three districts viz: Anugul, Cuttack, and Ganjam. On average each sample school covers a number of 176 students. Of the total 64999 students (30.83%) belong to SC category, 1403 (6.65%) belong to ST category and the rest 13196 (62.55%) are from the general category. The proportion of boys and girls is almost some the as the boy students constitute 10492 (49.73%) number as against the girl students who share the rest 10606 (50.27%). Hot cooked meals were provided regularly in 94 (78.33%) schools and in the best schools, the supply was irregular. But such irregularity has been noticed for a few days only. The reasons for such irregularity are: (i) ill health of the MDM cooks, (ii) absence of MDM cooks due to mass strike, (iii) bad weather, and (iv) delayed supply of rice.

Sangram Mukherjee, Pia Sen, Manabesh Sarkar, Susmita Banerjee, Toa Bagchi, Priyanka Nandy, Dilip Ghosh, Kumar Rana, and Manabi Majumdar (2013) have discussed on some obstacles as well as their inter-relations, person of several agencies; and successes and also the descriptions overdue of problems, so as to support policy alteration and actual execution in the delivery of elementary education of some states like Assam, Jharkhand, Mizoram, Odisha, and Tripura. At first, they have studied. But Particularly Odisha and Jharkhand have failed to maintain the pupil-teacher ratio on the basis of norms. Many students of all these states are been suffering language problem in their schools.

Prasant Kumar Acharya (2012) has studied on the role of SSA in four selected districts of Odisha. He has studied the SSA program during 2012-13. He has taken sample schools of Anugul, Ganjam, Rayagada and Gajapati Districts. Those programmes under SSA are Physical contact, Excellence of Access, Social Access, added items in the background of RTE, Special Training (for out of school children), Quality Problems like Enabling Condition, Teaching-Learning Process, Issues in Equity in Quality, Computer Aided Learning, Girls Education, Inclusive education with Special Reference to CWSN In the classroom. But finally, He was not satisfied with the result of the universalisation of elementary education.

Prasant Kumar Acharya (2012) was prepared this report for Odisha which is revealing the evolution of the MDM programme during 2011-12. The data used in this report have been gathered from the sample respondents like teachers, Head Masters, SHG members, community leaders, students, etc from the sample schools of Denkanal, Kendraparar, Balasore, Bhadrak, and Jajpur districts. He has highlighted so many issues of MDM related.

Sthabir Khora (2012) has discussed in his paper discusses about the role of District Inspector or Block Education Officer and t Circle Inspector or District Education Officer in Odisha. He found conventional and bureaucratic authority in organizing the education in his study. Above mentions, authorities are found to exercise traditional and bureaucratic authority in managing education. The role of the administration is involved as a chief body in managing of education structure but with lightly hard nature. Schools have a lot of problems but in this paper, the author has given stress on lack of supervision by the concerned authority of school education. According to him, many issues may weak with supervision by higher authorities of mass school education department.

Pravas Ranjan Mishra (2011) has highlighted to describe budget flow mechanism and stakeholders for the elementary education of four districts namely Koraput, Kalahandi, Keonjhar, and Sundergarh of Odisha. This means which amount has sanctioned for implementation of SSA in selected sample schools. Then that amount is sufficient or not to provide quality education to the poor masses including SC & ST development and minority & Backward Classes Welfare exclusively categories schools also. This intervention highlighted the problems of sanctioning the budget for

the development of two widespread programmes like Sarva Sikhya Abhiyan (SSA) and Mid-Day-Meal (MDM) in Odisha. These two programmes are helping to the universalisation of elementary education and nutritional food support to every school-going child. The budget is making smooth to the system of these two programs hence, both governments should focus on this budget flow jointly with one suitable estimation for the whole nation as well as district level also. So, the spending is for different purposes in the districts like construction and repair, sanitary facility, sports, library and furniture facilities, teacher's provision, teacher's training, inspection, girl's education, textbook, MDM program.

Prasant Kumar Acharya (2010) has given a clear picture on the function of SSA in the schools of Anugul, Dhenkanal, Jagatsingpur, Khordhal, Keonjhar, Bolangir, Malkangiri, Sambalpur districts of Odisha. Some major issues are arising in the elementary education level such as untrained teachers, MDM helping increase the enrolment but it's becoming an extra load for teachers, insufficient teachers, and most of the schools have poor infrastructure. After arising so many issues students are interested in schooling. Most of SC and ST students prefer to study in government schools. Many parents are so poor and illiterate that they are unable to cooperate with their children and teachers for the improvement of quality education in elementary education.

Prasant Kumar Acharya (2009) discussed in his report for that to improve the quality of education regarding MDM, proper infrastructure, textbooks for SC and ST boys and all girls, school grants for different purposes, teachers training, teaching-learning materials (TLM), EGS/AIE upgraded education institute for children, Children with Special Needs (CWSN), National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Vidyalaya (KGBV), MDM with healthy and hygienic, District Information System for Education (DISE), functioning of the SMC, Staffing at State and District Level school department authorities and, etc. Then how it can make a strategy for better utilization of the grants received by the Village Education Committees (VECS)? And he has assessed the extent of utilization. Then he has examined the extent and nature of utilization of school grant teacher and maintenance grant received by VECs for the year 2004-05. So, for his study, he has taken some sample elementary schools of three districts, namely Kandhamal, Ganjam

and Nayagarh. Especially he has studied on the impact of the quality education especially relating to girls, SC/ST/OBC children. Students are interested to come school regularly. Most of the schools are facing with some problems like infrastructure, lack of teachers, insufficient training for teachers, some grants coming in late, some schools Head Masters are unable to withdraw due to invalid Cheque, the extra workload on teachers, SMC want to take percent est.

Prasant Acharya Kumar (2008) has studied on the implementation of SSA and MDM programs in seven districts of Odisha, those districts are Gajapati, Keonjhar, Mayurbhanj, Rayagada, Balangir, Bargarh, and Sambalpur. He took sample of 802 schools in the above-mentioned districts for his study. According to research, most of the schools are running with major issues like poor infrastructure, insufficient teachers, lack of lady teachers, teachers training, less audit in MDM and other accountability, discrimination irregular MDM not maintaining PTA and MTA. Many more basic items are available in Sambalpur district's schools than other selected districts. Most of the parents are illiterate and so life standard is poor. But gradually changes are coming like parents are encouraged to saved their children for education. Some of NGO and local or community people are supporting schools to provide education to poor masses. But most schools are unable to provide quality education due to bad infrastructure, insufficient teachers. Girls are not safe in some of the districts among these selected districts. Higher authorities are very inactive about their responsibility in some of the districts.

Prasant Kumar Acharya (2007) has highlighted about the product of external monitoring mechanisms for monitoring the SSA activities by NCDS from 5 districts (Anugul, Cuttack, Dhenkanal, Khordha, and Nayagarh) by PMIASE from 03 districts (Deogarh, Jharsuguda, Sundergarh). He has discussed on some issues of schools such as infrastructure, financial resources, many schools have no SMC and MTA, low attendance, lack of proper audit of authorities and very inactive role of SMC and MTA, teachers engaging with non-education work.

Rashmi Mishra (2007) has studied on the motivation and involvement of girl students in the elementary education level of Odisha. Many parents are motivating their girls for their schooling after watching the different motivational programmes and other educated girls. In this programme, some successful girls are prompting to many girls

with their parents in Odisha because some of the parents are not thinking about their daughter's education. They are giving priority to their male child and they are using to their female child for domestic work due to prejudice feelings, fear of local rowdy boys, dowry fear in future, many parents are illiterate and poverty.

Pattanaik Satya Prakash (2006) has discussed in his study that different process and future development of elementary education in Odisha. He was taken many elementary schools of Odisha in his study to highlight some major issues which are difficulties for the development of elementary education. Poor masses are sending their children to school happily because their children need education but they are not able to afford of private school fee in Odisha. And mass elementary education department of Odisha have been taking all the necessary steps to attract all the children for universalisation of elementary education.

Prasant Kumar Acharya (2005) has made this report to assess and improve the quality and utility. Then how it can make a strategy for better utilization of the grants received by the Village Education Committees (VECS)? His finding was that especially on the impact of the quality education especially relating to girls, SC/ST/OBC children. Students are interested to come to school. As per this research, most of the schools are running with some problems like infrastructure, lack of teachers, insufficient training for teachers, some grants coming in late, some schools Head Masters are unable to withdraw due to invalid Cheque, the extra workload on teachers, many SMC members want to take percentage of the grants.

Sunil Behari Mohanty (1985) has talked about the problems in elementary education level such as lack of fiscal provision, deficiency among children' income holder, the insignificance of parents, isolation of schools, the unsuitability of curriculum, the incompetence of teachers, disinterest in administrative and managerial bodies and multitude languages and vernaculars. He has discussed about some major steps which have been taken to accelerate the universalisation of primary education.

And finally, in this article, the author has spoken about the universalisation of primary education is closely related to the expansion of the living status of the persons. When the large people are coming under the poverty line, while the attempts made to offer

this free and compulsory education to every child of India can't be successful in the nearby future with many difficulties.

## **2.5. Concluding Observation**

According to many sociologists, family and society have a great role in overcoming many obstacles in education. Educational system plays a key role as an important social institution in this process. School help children in learning and attaining a good position in society. In fact, education is functional in that it prepares the individuals for their adult roles it is also true that the disparities in education, both in quantity and quality, often tend to strengthen further inequalities in employment. Therefore, the present study focuses on the status of elementary education and the RTE Act 2009 by applying the ideas of different authors, who have given their best knowledge regarding elementary education and RTE education policy. Hence, these ideas have guided the design of the research study as well as the analysis of data.

The status of elementary education and implementation of RTE in developed countries is completely different. It is much better than India as well as other developing countries. RTE is struggling in many developing countries for achieving a satisfactory level in elementary education, including in India.

RTE is covering up to higher secondary education. In the U.S, most of the rural schools were facing critical shortages of eminent principals and teachers due to a lack of teacher training in many districts. According to Charlottle C. Anderson, teachers need independence for applies their own ideas for the improvement of students in elementary school. Some of the foreign authors discussed on counsellor in elementary and higher secondary schools because counsellors can understand easily the problems of poor performance students, teachers and parents. And also, so main counsel clinics are available there. Parents are cooperating to the government for the better result for their children some of are not serious so they should cooperate, but maximum parents are careless regarding this matter in developing countries. Due to lack of quality education and poverty children are moving to earn field as child labour in developing countries. There are many economically backward parents who send their children to government schools and most of the parents are careless. And schools have been running with so many issues. Many parents are interested for sending their girl child

to schools now. All the schools of four cities of the U.S namely New York City Chicago, and New Heaven were opened in the pandemic period with sincerely care of all school-going children as well as their parents especially whose were belonging to vulnerable communities.

The status of elementary education and implementation of RTE in India differ across states. Tamil Nadu and Kerala are faring better than other states regarding the implementation of RTE. Moreover, while all states have registered an increase in the enrolment as compared to the population in the relevant age-group, the interstate break up indicates that in some states there has actually been a small decrease in attendance rate viz, Andhra Pradesh, Assam, Bihar, Orissa, and West Bengal. It should also be noted that some states have a large number of non-enrolled children like Rajasthan, Uttar Pradesh, and Madhya Pradesh.

Studies indicate that Orissa also has a small decrease in the attendance rate. In elementary education, 72.9% was Odisha's literacy rate as per the 2011 census which is less than the national average. The status of elementary education and implementation of RTE in Odisha is far from satisfactory but it is progressing. Tamil Nadu and Kerala are faring better than other states in this field. But Andhra Pradesh is not doing well. A variety of issues emerge concerning the state of Odisha in elementary education and RTE, which include: lack of teachers, contractual teachers, para teachers, restricted academic budget for implementation of RTE, bad infrastructure, lack of lady teachers, unhygienic conditions, indiscipline, lack of support of SMC, lack of accountability, casteism, gender discrimination, poverty, students involvement in domestic work, sibling care and family business, lack of use of technology in classrooms, lack of proper curriculum, corruption, the non-education workload on teachers, etc.

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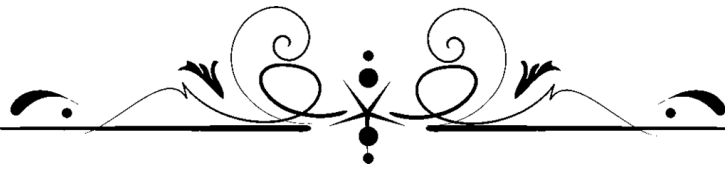
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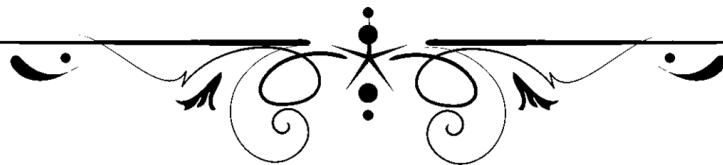
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## *Chapter- III*

# *Profile of the Study Area and Background of Students*



## **CHAPTER- III**

### **PROFILE OF THE STUDY AREA AND BACKGROUND OF STUDENTS**

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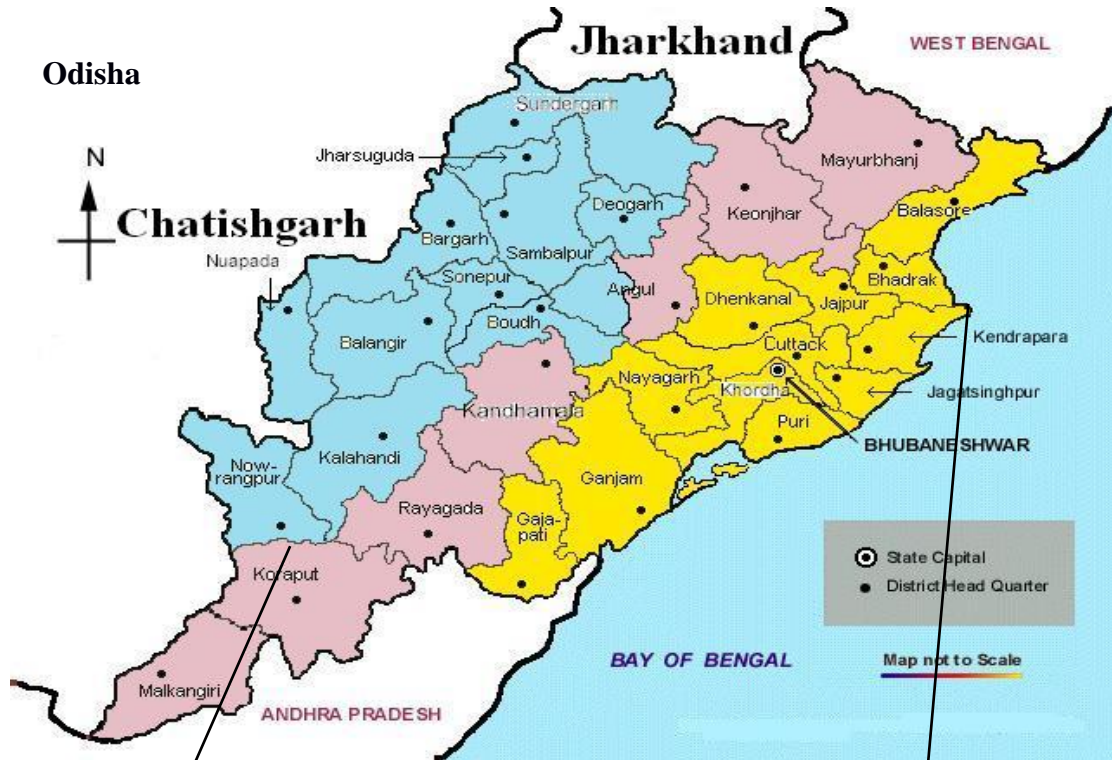
#### **3.1 Introduction**

This chapter mainly describes the profile of the study area which includes two Blocks from two selected districts of Odisha. The blocks are Kendrapara block in Kendrapara district and Koraput block in Koraput district. An -attempt has been made to provide an overall mapping of each block with details about location, population, economy, literacy, and SC/ST population, followed by a description of the parental background of the students who are the part of the study. The chapter begins with some details about school education in Odisha. Socio-educational mapping of each block with details about location, population, economy, literacy, SC/ST population etc. This is followed by a description of the parental background of students who are the part of the study.

#### **3.2 School Education in Odisha**

Odisha, also known by the former name Orissa, is one of the 28 states of India. This state is situated in the eastern part of India, bounded next to the states of West Bengal to the north-east, Jharkhand to the north direction of Odisha, Chhattisgarh to the west and north-west of this state, and Andhra Pradesh to the south of it. In this state, a seashore along the Bay of Bengal has 485 k.m.(301 mi) of on its east, from Balasore district to Ganjam district. Odisha is the area-wise with 11<sup>th</sup> largest population, and also the 3<sup>rd</sup> most populous state among other states by the tribal population, Odia is the official and spoken language in this state.

Map – 3.1: Map of Odisha



Source: [Visitodisha.net/orissa-map](http://Visitodisha.net/orissa-map) (Map – 3.1: Map of Odisha)

Koraput District

Kendrapara District

Table 3.1: District wise Literacy Rate in Odisha

Sl. No.	Districts	Literacy
1.	Angul	78.96
2.	Balangir	65.50
3.	Balasore	80.66
4.	Bargarh	75.16
5.	Bhadrak	83.25
6.	Boudh	72.51
7.	Cuttack	84.20
8.	Debagarh	73.07
9.	Dhenkanal	79.41
10.	Gajapati	54.29
11.	Ganjam	71.88
12.	Jagatsinghpur	87.13
13.	Jajpur	80.44
14.	Jharsuguda	78.36
15.	Kalahandi	60.22
16.	Kandhamal	65.12

17.	<b>Kendrapara</b>	<b>85.93</b>
18.	Kendujhar	00
19.	Khordha	87.51
20.	<b>Koraput</b>	<b>49.87</b>
21.	Malkangiri	49.49
22.	Mayurbhanj	63.98
23.	Nabarangapur	48.20
24.	Nayagarh	79.17
25.	Nuapada	58.20
26.	Puri	85.37
27.	Rayagada	50.88
28.	Sambalpur	76.91
29.	Subarnapur	74.42
30.	Sundergarh	74.13

Source: Odisha Census data 2011

Table 3.1 presents literacy rate details according to the 2011 census of India. It shows that literacy rate widely varies across different districts in Odisha. Gap in literacy rate is also very high in the two districts selected for the study. Literacy rate is 85.93 in Kendrapara district, but it is only 49.87 in Koraput district as per the 2011 census.

### **Universalisation of Elementary Education**

Odisha govt has been providing all the supportive facilities for universalisation of elementary education from urban to rural portion of Odisha. Children are accessing this free and compulsory education in primary and upper primary schools. Government has taken so many incentive steps for the betterment of elementary education of rural areas as well as backward areas.

### **Odisha Elementary Education**

Odisha government has established many 35,928 primary and 20,427 upper primary school in elementary education stage. Then additional 491 another New Primary with 490 New Upper Primary schools are opened under the programme of Sarva Shiksha Abhiyan for providing free and compulsory in unreachable zones.

- 66 lakh children of 6–14 years age group are in-school, out of which 12 lakhs are SC and 17 lakhs are ST.

- 1.87 lakhs poor children of 6–14 years age group don't know anything about school so they are out-of-school from which 0.3 lakh are SC children and 0.9 lakh are ST children. Out of those children only 56,995 Children are admitted to regular existing and New Schools under the Enrolment Drive in all districts.

Further Once more, to advance access to Elementary Education and implementation of RTE to achieve 100% enrolment, the norm for opening of many new Primary schools have relaxed by the state government.

- District of K.B.K. s as well as Tribal Sub Plan areas new primary schools will be established in place of residence having minimum 25 children in the 6–14 years old children provided there is no primary school within 1 K.M of such areas.
- Some natural barriers like river, mountainous terrain, dense forest etc are creating difficulties to reach in schools from the residence of children by following the distance norm.
- 218 new Odia medium schools were established with 599 teachers for those schools for minority children by government

#### **Odisha Adarsha Vidyalayas (OAVs)**

- Few years ago, Odisha government was established Odisha Adarsha Vidyalaya(OAV) (literally Odisha Model School) for intelligent student at separately of 314 blocks head office zone. Hundred number of Adarsha Vidyalayas (OAVs) has started already functioning since 2016-17 academic session in Odisha. All Adarsha Vidyalayas are CBSE affiliated and the completely residential schools, provide free education, and goal is government can give the chances to the talented students through one annual entrance examination and each class would have 80 figures of students. And Commerce stream will be added from this year academic session with Class XII. In 2016, this school was recognized a Sanmoudh by the state of Odisha school and mass education department.
- In 1982, Some schools were established as Gram Vikas Residential School at Kankia hamlet in Ganjam district. Mahendra Tanaya Ashram School was set up as a residential school within Koinpur village in Gajapati District of Odisha

since 1992. Then another two more schools, Gram Vikas Shiksha Niketan and Gram Vikas Vidya Vihar were established in 1998 and 2002 in Kalahandi and Ganjam district individually.

### **3.3 Profile of Kendrapara District**

Kendrapara district is located in the Central Coastal region of Odisha. Kendrapara district is one bordered by Bhadrak district at North direction of this district, Jajpur at its North West route, Jagatsinghpur district is located at its South direction, Cuttack district is next to its West route and Bay of Bengal at its East. This District slander in 20 degree 20' N to 20 degree 37' N Latitude and 86 degree 14' E to 87 degree 01' E Longitude. The seashore of Kendrapara district protections 48 Km enlarging from Dhamra Muhan to Batighar.

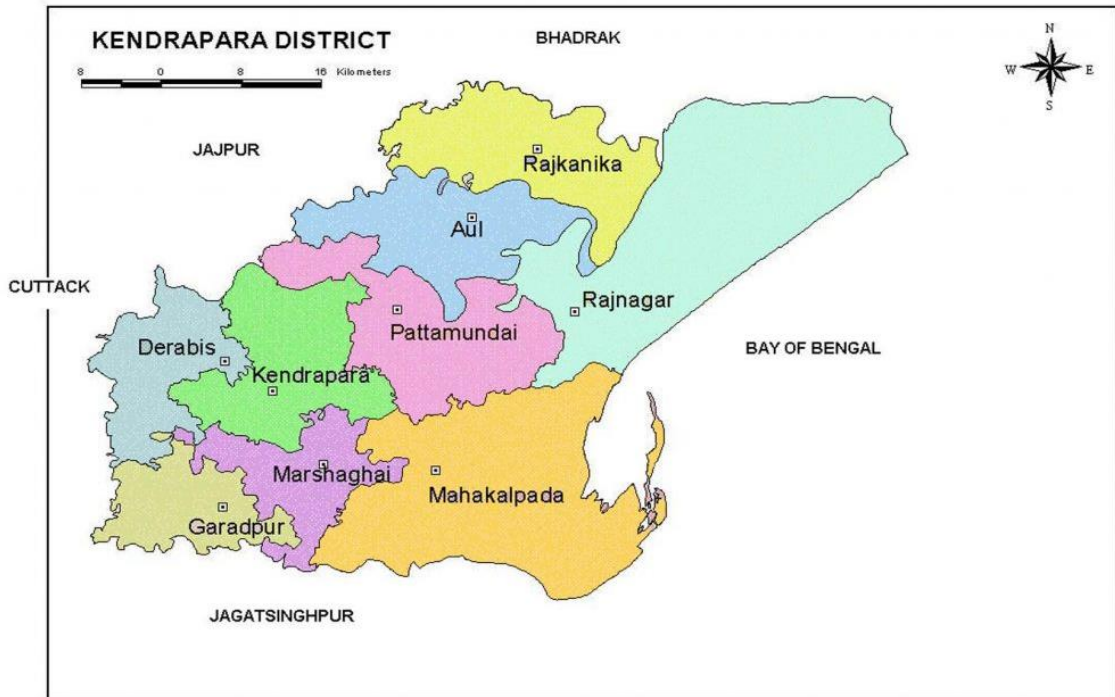
This district administrative headquarters is located in Kendrapra town (Kendrapara block). The district area covers up to 2, 644 sq. km, the total 1592 communities are within the district consisting of 1,440,361 populations on the base of 2011 census. In the contemporary situation of administrative system, there are 9 Blocks, 9 Tahsils, 1 Sub-division, 249-gram Panchayats, 15 Police stations, 2 ULBs functioning in this district.

Kendrapara district has a reasonable climate. The temperature in the area can go up to 40 degree C in Summer session while in the Winter session the temperature can go down to 10 degree C here.

Economy of this district is chiefly dependent on cultivation. The economies are mainly rural and stand on farming and related activities. More than 75 percent of the overall inhabitants' income from the primary segment. The district is one of the comparatively advanced Districts mainly in education. Important educational institutions are available for higher education here.

A well-known tourist place in this District is 'Bhitara Kanika National Park'. And some of historical tourist places like- Buddhist Shrines, Udaya Giri and Ratna Giri are just only 10–15 km drive with excellent road scenery from Kendrapara. Sri Baldevjew Temple, first rural ECO park etc.

Map – 3.2: Kendrapara District Map



Source: kendrapara.nic.in

Table 3.2: Details about Kendrapara District

Sl. No	Census 2011	Total	Male	Female
1.	Population	<b>1,440,361</b>	717,814	722,547
2.	Children (Age 0-6)	161,159	83,654	77,505
3.	Percentage of Literacy	85.15%	80.8%	70.49%
4.	Literacy of Odisha	72.87%	81.59%	64.01%
5.	SC	309,780	155,531	154,249
6.	ST	9,484	4,748	4,736
7.	Illiterate rate	351,096	137,844	213,252

Source: Censusindia.co.in,2011

Table 3.2 gives details information regarding Kendrapara district which has total inhabitants is 1,440,361 on the base of Census 2011. Out of which males are 717,814 whereas females are 722,547. 161159 children from the age 0-6 years are here which is 11% of total population. Male children are 83654 and girl child are 77505 between the age 0-6 years. Therefore, the child sex ratio of Kendrapara is 926 as per the census 2011 which was less than normal sex ratio (1,007) of this district. 85.15% is the overall literacy rate of this district which is higher than the average literacy rate 72.87% of the state of Odisha as per 2011 census. Population-wise the literate was 1,089,265, 579,970 were males whereas 509,295 were females. In addition, the male

literacy rate was 91.45% and female literacy rate was 78.96% of this district. Population of Schedule Caste encompass 21.5% and ST population were 0.7% of total population in this district.

**Table 3.3: Demographic details of Municipality and Panchayat area of Kendrapara Block**

Kendrapara Block							
Kendrapara Municipality Area					Kendrapara Panchayat Area		
Sl. No	Demographic	Total	Male	Female	Total	Male	Female
1.	Population	<b>158,985</b>	80,770	78,215	47,006	24,212 (51.51%)	22,794 (48.49%)
2.	Children (Age 0-6)	16,122	8,460	7,662	4,997	2,648	2,349
3.	Literacy	86.36%	82.48%	72.56%	89.32%	82.52%	76.97%
4.	Scheduled Caste	34,114	17,432	16,682	4,890	2,482	2,408
5.	Scheduled Tribe	1,273	597	676	605	315	290
6.	Illiterate	35,611	14,148	21,463	9,482	4,233	5,249

Source: Censusindia.co.in/district/kendrapara-district-odisha-379/2011

Table 3.3 gives the information about the total population of Kendrapara Municipality area which is 158,985 out of which Children (Age 0-6) population is 16,122 and the total literacy rate is 86.36% in which male population were 82.48% literate whereas female literacy rank 72.56%. Schedule Caste constitutes 34,114 while Schedule Scheduled Tribe were 1,273 of total population in Kendrapara Municipality area of Kendrapara Block.

The total population of Kendrapara Panchayat area is 47,006 out of which Children (Age 0-6) population is 4,997 and the total literacy rate is 89.32% in which males were 82.52% literate while female literacy stood at 76.97%. Schedule Caste constitutes 4,890 while Schedule Scheduled Tribe was just 605 of total population in Kendrapara Panchayat area of Kendrapara Block.

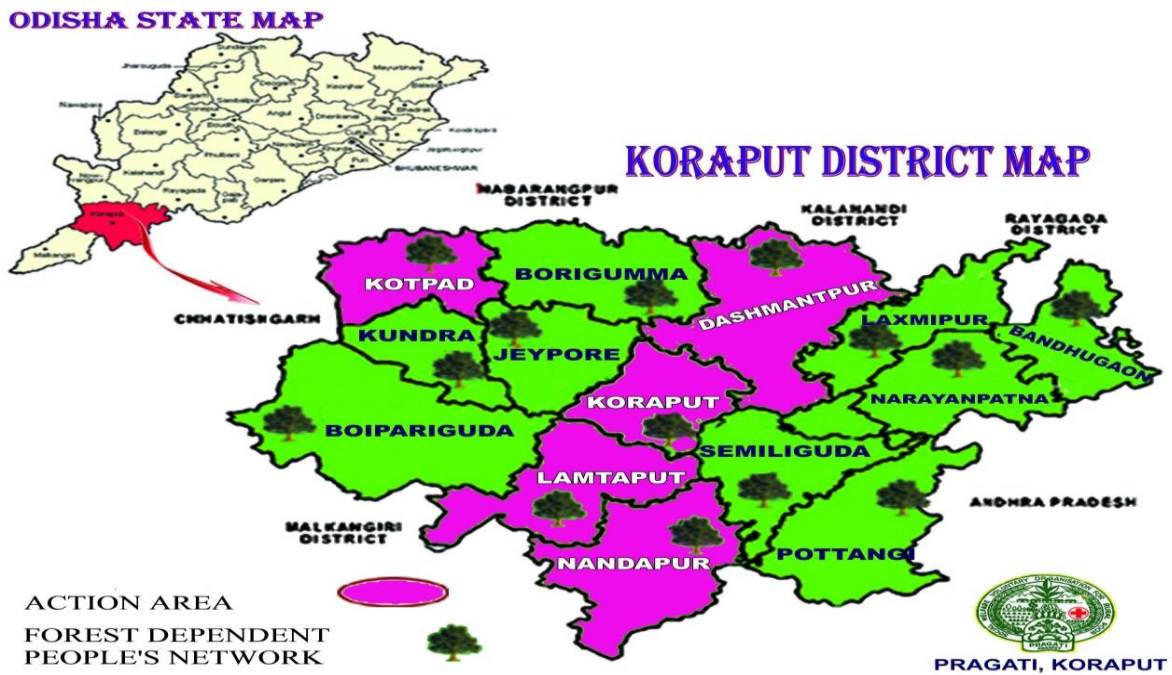
### **3.4 Profile of Koraput District**

Koraput district is surrounded by the natural beauties just like forests, waterfalls, terraced valleys and darting springs, so the district is called second Jammu and Kashmir for its natural scenery during winter session. This district lies at 17.4 measures to 20.7 measures North latitude and 81.24 measures to 84.2 measures east longitude. Rayagada district has enfold to this district in the east, Bastar district of the state of Chhatisgarh in the west direction and Malkangiri district in the south of this Koraput district. The area of the district is 8807 sq. km consisting of total 13,79,647 population on the basis of 2011 census in Koraput district. 2 sub divisions namely Koraput and Jeypore, 14 Tahsils, 14 Blocks, 3 Municipalities, 1 NAC, 23 Police stations, 2028 Villages and 240 Gram Panchayats are functioning in this district.

This district experiences bare minimum 12.0 Celsius and highest 38.0 Celsius temperature. This district experiences primarily three seasons namely summer, winter and rainy. Winter season is longer in Koraput district than other parts of Odisha. The average rainfall in this district is measured to be 1505.8mm (Average).

The income source of Koraput district is mainly depending on plenty of forestry and different types of agriculture including the shifting cultivation. District around 83 percent depends on forestry and agriculture. The district is a semi evergreen plenty of trees with various wild plants as a natural resource. As per education is concerned in Koraput district, there are several educational institutions available to provide higher education here.

Map – 3.3: Koraput District Map



Source: Koraput.nic.in

Table 3.4: Details about Koraput District

Sl. No	Census 2011	Total	Male	Female
1.	Population	<b>1,379,647</b>	678,809	700,838
2.	Children (Age 0-6)	225,126	113,742	111,384
3.	Literacy	49.21%	50.21%	32.43%
4.	Literacy of Odisha	72.87%	81.59%	64.01%
5.	Scheduled Caste	196,540	96,789	99,751
6.	Scheduled Tribe	697,583	337,373	360,210
7.	Illiterate	811,557	337,966	473,591

Source: censusindia.co.in, 2011

Table 3.4 gives the information about the total population of Koraput district of Odisha. It has a total population of 1,379,647 on the basis of Census 2011. Out of which males are 678,809 and females are 700,838.

Children population of age 0-6 years in this district is 225,126, which is 16% of the total population. There are 113,742 male children and 111,384 female children between the ages 0-6 years. Therefore, the Child Sex Ratio of this district is 979, which is not as high as the standard Sex Ratio of 1,032 for this district on the basis of

census 2011. Total literacy rate of this district is 49.21%. 50.21% is male literacy rate and 32.43% is the female literacy rate in this district.

The total literacy rate of this district was 49.21% on the base of 2011 which is fewer than average literacy rate 72.87% of Odisha. Out of overall, Population-wise literates were 568,090, males were 340,843 whereas females were 227,247. As well 60.32% was the male literacy rate and 8.55% was the female literacy rate in this district. 14.2% is Schedule Caste population whereas 50.6% is the total population of Schedule Tribe (ST) in Koraput district of Odisha.

**Table-3.5: Demographic Details of Municipality and Panchayat area of Koraput Block**

Sr. no	Koraput Block						
	Demographic	Koraput Municipality Area			Koraput Panchayat Area		
		Total	Male	Female	Total	Male	Female
1.	Population	<b>54,832</b>	28,045	26,787	<b>68,193</b>	32,883	35,310
2.	Children (Age 0-6)	6,588	3,376	3,212	11,704	5,879	5,825
3.	Literacy	77.73%	75.95%	60.48%	46.06%	48.4%	28.62%
4.	Scheduled Caste	9,337	4,727	4,610	10,802	5,223	5,579
5.	Scheduled Tribe	12,603	6,352	6,251	32,483	15,398	17,085
6.	Illiterate	17,332	6,745	10,587	42,173	16,968	25,205

Source: [censusindia.co.in/subdistrict/koraput-town-block-koraput-odisha-3208](http://censusindia.co.in/subdistrict/koraput-town-block-koraput-odisha-3208)  
[censusindia.co.in/subdistrict/koraput-block-odisha-3207](http://censusindia.co.in/subdistrict/koraput-block-odisha-3207)

Table 3.5 is describing that according to Census 2011, Koraput Municipality area of Koraput district has total population is 54,832. Out of which males are 28,045 while females are 26,787. In 2011 there were total 13,244 families living in Koraput Municipality area. The average Sex ratio of Koraput Municipality area is 955.

According to Census 2011, 86.6% people live in urban areas from out of total population, while 13.4% lives in the rural areas. 82% is the average literacy rate in urban zones while that in the rural areas it is 48.5%. And, the Sex Ratio of Urban areas in Koraput Municipality area is 933 while that of rural areas is 1,109.

The population of Children of age 0-6 years in Koraput Municipality area is 6588 which is 12% of the total population. There male children are 3376 and female children are 3212 between the age of 0-6 years. Thus, as stated by Census 2011

the Child Sex Ratio of Koraput Municipality area is 951 which is less than average Sex Ratio 955 of Koraput Municipality area. Overall literacy rate of Koraput Municipality area is 77.73% in Koraput district. 75.95% was the literacy rate of the male and (60.48%) was the literacy rate of the female in Koraput Municipality area.

Koraput Panchayat area of Koraput district has total population of 68,193 as stated by Census 2011. Out of which males are 32,883 while females are 35,310. Total families were 18,019 residing in Koraput Block. The average Sex Ratio of Koraput Panchayat area is 1,074.

Based on Census 2011, all of the population of Koraput Panchayat area lives in urban areas. The average literacy rate in urban area is 46.1% and the sex ratio of Koraput Panchayat area is 1,074. The population of age 0-6 group's children are 11704 which is just 17% of the total population in Koraput Panchayat area. Between the ages 0-6 years, male children are 5879 and female children are 5825 in Koraput Panchayat. Therefore, on the basis of the Census 2011 the Child Sex Ratio of Koraput Panchayat area is 991 which is less than Average Sex Ratio 1,074 of Koraput Panchayat area. The total literacy rate of Koraput Panchayat area is 46.06%. 48.4% is the male literacy rate and 28.62% is the female literacy rate in Koraput Panchayat area.

### **3.5 Parental Background of Students**

Students of the selected sample schools form an important set of students of the study. Their parental socio-economic background is discussed below.

#### **Father's Education of Students**

The level of father's education is a principal variable which has bearings on the position of their children. Therefore, in order to know one's family background it is needed to know the level of his/her father's education. The level of father's education among the students is classified into seven types like Illiterate, Upper Primary to 5<sup>th</sup> class, Up to 9<sup>th</sup> class, Up to 10<sup>th</sup> class, Higher secondary pass, Graduation, Post-Graduation, and Others courses, which is shown in the following table:

Table 3.6: Father's Educational Qualification of Students

Sr. no.	Father's Educational Qualification	Kendrapara Block		Koraput Block		Total students
		Frequency	Percent	Frequency	Percent	
1.	Illiterate	12	14.6	65	28.9	
2.	Up to 5th Class	41	50.0	97	43.1	
3.	Up to 9th Class	25	30.5	37	16.4	
4.	Up to 10th Class	4	4.9	17	7.6	
5.	Higher Secondary Pass	-	-	7	3.1	
6.	Graduation	-	-	2	.9	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Figure 3.1: Father's Educational Qualification of Students

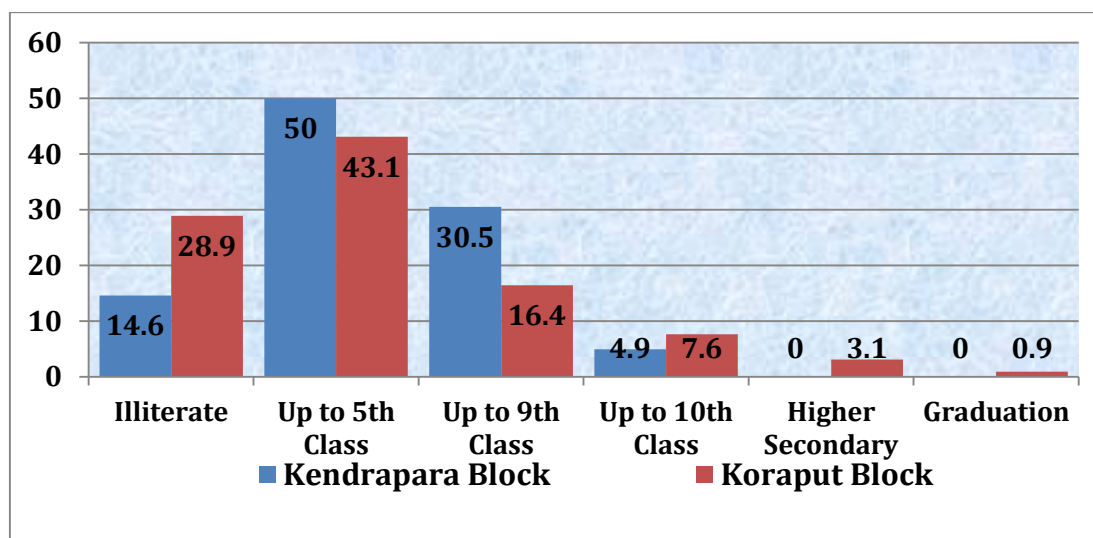


Table 3.6 and figure 3.1 shows that 14.6 percent and 28.9 percent of the students' fathers are illiterate in Kendrapara and Koraput Blocks respectively. Only 3.1% and 0.9% students' father's level of education is higher secondary pass and Graduation level. Fathers of the remaining students are either under matriculation or can only write their name and claim them to be literate or have completed their primary level of education. Thus, significant portions of the students' fathers are illiterate and among the educated most of them are under matriculate. This fact underscores educational backwardness of the parents of students in selected schools. Because if

the parents are educated then they have better understanding of the utility of education and can motivate their children about the importance of education and that leads to better participation of students in education.

### Father's Occupational Status

The job-related background of the students' father has a key variable in analysing the social status of a human being. Students' fathers have different occupations. The occupational status is analysed by classifying them into seven categories: 1-Farmer, 2-Business, 3-Private 4-Salaried Person, 5-Government service, 6-Politics/Social Service, 7-Daily wages and 8-Not working. The distribution of the students' fathers' occupation is shown in the following table:

**Table 3.7: Father's Occupations of Students**

Sr. no.	Father's Occupations	Kendrapara Block		Koraput Block		Total Students
		Frequency	Percent	Frequency	Percent	
1.	Farmer	45	54.9	162	72.0	
2.	Business	17	20.7	8	3.6	
3.	Private Salaried Person	15	18.3	20	8.9	
4.	Daily Wages	5	6.1	20	8.9	
5.	Government Service			6	2.7	
6.	Political/Social Service			1	.4	
7.	Not Working			7	3.1	
8.	Father has died			1	.4	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Table 3.7 describes the occupational statue of the students' fathers illustrates an interesting picture. More than 50 per cent of the fathers are farmers, 20.7 and 3.6% fathers are in business, 18.3 and 8.9% fathers are among as the Private Salaried Person, 6.1 and 8.9% fathers are Daily Wages, only 3.1 percent fathers are not working in Koraput block, 2.7 and 0.4 percent fathers are in Government Service and Political/Social Service in Koraput block only. It has given a vivid message that here only Farmer, Business, Private Salaried Person, Daily Wages, Not Working

occupational background people are preferring to government schools for their children's study due to their poor economic condition.

### Mother's Education of Students

The standard of mother's education is a major variable which has bearings on the position of their children. So, in order to realize one's social contextual it is essential to identify the level of his/her mother's education. The standard of mother's education among the students are classified into seven types like Illiterate, Up to 5<sup>th</sup> class, Up to 9<sup>th</sup> class, Up to 10<sup>th</sup> class, Higher secondary pass, Graduation, Post-Graduation, and Others courses, which is shown in the following table.

**Table 3.8: Mother's Education Qualification of Students**

Sr. no..	Kendrapara Block			Koraput Block		Total Students
	Mother's Education Qualification	Frequency	Percent	Frequency	Percent	
1.	Illiterate	40	48.8	155	68.9	
2.	Up to 5th Class	19	23.2	57	25.3	
3.	Up to 9th Class	23	28.0	4	1.8	
4.	Up to 10th Class	-	-	6	2.7	
5.	Higher Secondary Pass	-	-	3	1.3	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

**Figure 3.2: Mother's Educational Qualification of Students'**

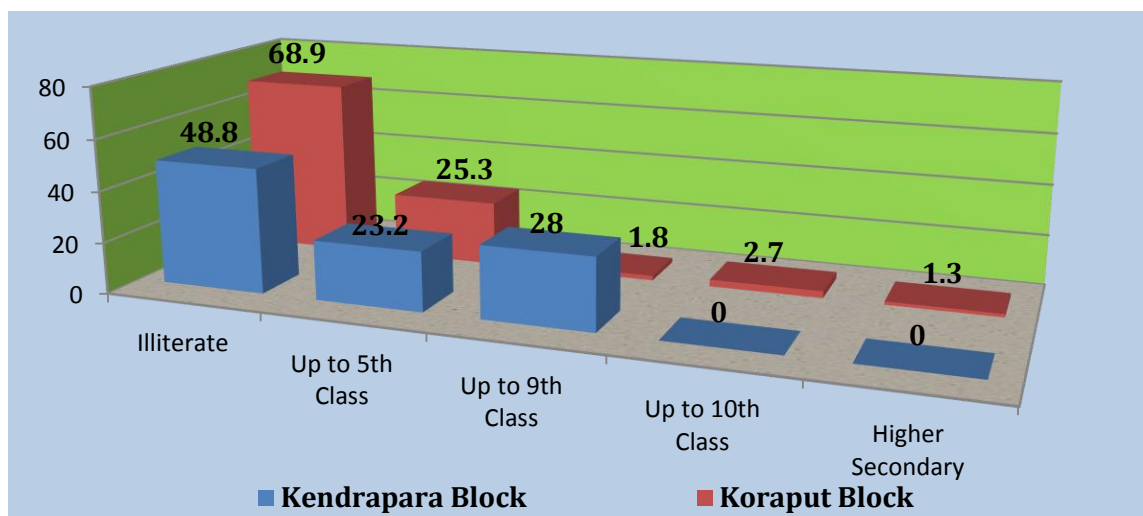


Table 3.8 and Figure 3.2 shows regarding the level of mother's education, 28.0 and 1.8% of the mothers are under Up to 9<sup>th</sup> Class in Koraput district, 48.8 and 68.9% of the mothers are Illiterate in Kendrapara and Koraput district. 2.7% of the students have such mothers who read up to 10<sup>th</sup> Class mothers in Koraput, while only few 1.3% of the students' mothers are Higher Secondary Pass in Koraput district. Thus, most of the students' mothers have education only up to 9<sup>th</sup> Class and over 48.8 and 68.9% mothers are illiterate who reflects a shocking indicator in women's participation in decision making.

### Mother's Occupational Status

The professional position of the students' mother has a central role in analysing the family of a human being. Students' mothers have different occupations. The occupational status is analysed by classifying them into seven categories: Farmer, Business, Private Salaried Person, Government service, Politics/Social Service, Daily wages and Not working. The distribution of the students' mothers' occupation is shown in the following table

**Table 3.9: Mother's Occupations of Students**

Sr. no.	Kendrapara Block			Koraput Block		Total Students
	Mother's Occupations	Frequency	Percent	Frequency	Percent	
1.	Farmer	33	40.2	59	26.2	
2.	Business	2	2.4	4	1.8	
3.	Private Salaried Person	4	4.9	2	.9	
4.	Government Service	2	2.4	3	1.3	
5.	Daily Wages	4	4.9	20	8.9	
6.	Not Working	37	45.1	136	60.4	
7.	Mother has died	-	-	1	.4	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Table- 3.9 reveals the occupational status of the mothers illustrates an interesting picture. More than 50 per cent of the mothers are involved in farming, 2.4 and 1.8% mothers are doing business, only 0.9% mothers are counting as the Private Salaried

Person in Koraput district, 4.9 and 8.9% mothers are Daily Wages, while more than 60.4% mothers are not working in Koraput district, 2.4 and 1.3% mothers are in Government Service and Political/Social Service in two selected districts/blocks. It has given vivid message that here only Farmer, Business, Private Salaried Person, Daily Wages, Not Working occupational background people are preferring to government schools for their children's study due to their poor economic condition.

### House Type of Students

House type is the indicator of socio-economic condition of students' family and its change in a particular family or community. The housing conditions of the students are not the same in both districts. Children need the appropriate place for the purpose of their study in their house. Types of houses among the students are classified into eight categories: pucca, kachacha, mixed, thatched, tent and polythene cover, 6- open place, rent house and others The distribution of students' type of houses is shown in the following table:

**Table 3.10: House Type of Students**

Sr. no.	House type	Kendrapara Block		Koraput Block		Total Students
		Frequency	Percent	Frequency	Percent	
1.	Pucca	50	61.0	69	30.7	
2.	Kachacha	6	7.3	74	32.9	
3.	Mixed	26	31.7	43	19.1	
4.	Thatched	-	-	28	12.4	
5.	Tent and Polythene Cover	-	-	10	4.4	
6.	Rent House	-	-	1	.4	
	Total	82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Table- 3.10 gives the clear picture that most of students' house type is (32.9% percent) Kachacha house in Koraput district/block. 12.4 % of students' house type is Thatched, 4.4% of students' house type is Tent and Polythene Covered, 0.4% of students' house type is Rent House, while 61.0% of students' house type is Pucca.

The occupational status of the fathers illustrates an interesting picture (Table 3.43). More than 50% of the fathers are in the farmers occupations, 20.7 and 3.6% fathers are doing business, 18.3 and 8.9% fathers are counting as the Private Salaried Person, 6.1 and 8.9% fathers are Daily Wages, only 3.1% fathers are not working in Koraput block, 2.7 and 0.4% fathers are in Government Service and Political/Social Service in Koraput block only. It has given a clear picture message that here only Farmer, Business, Private Salaried Person, Daily Wages, Not Working occupational background people are preferring to government schools for their children's study due to their poor economic condition.

### Major Sources of Family Income

Major sources of family income are one of the most objective indicators for measuring one's status in society. (2.4 and 3.1%) major sources of family income are having the Government Service holder by group D post in Kendrapara and Koraput districts.

But it is observed that, few others members' major sources of family income are earning from Private Salaried Person, and business. The categorise of major sources of family income among the students' parents are from Farmer, Business, Private Salaried Person, Government Service, Political/Social Service and Daily Wages. The following table represents on Major Sources of family Income in students' family.

**Table 3.11: Major Sources of Students' Family Income**

Sr. no.	Major Sources of family	Kendrapara Block		Koraput Block		Total Students
		Frequency	Percent	Frequency	Percent	
1.	Farmer	42	51.2	160	71.1	
2.	Business	17	20.7	10	4.4	
3.	Private Salaried Person	18	22.0	20	8.9	
4.	Government Service	2	2.4	7	3.1	
5.	Political/Social Service	-	-	1	.4	
6.	Daily Wages	3	3.7	27	12.0	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Figure 3.3: Major Sources of Students' Family Income

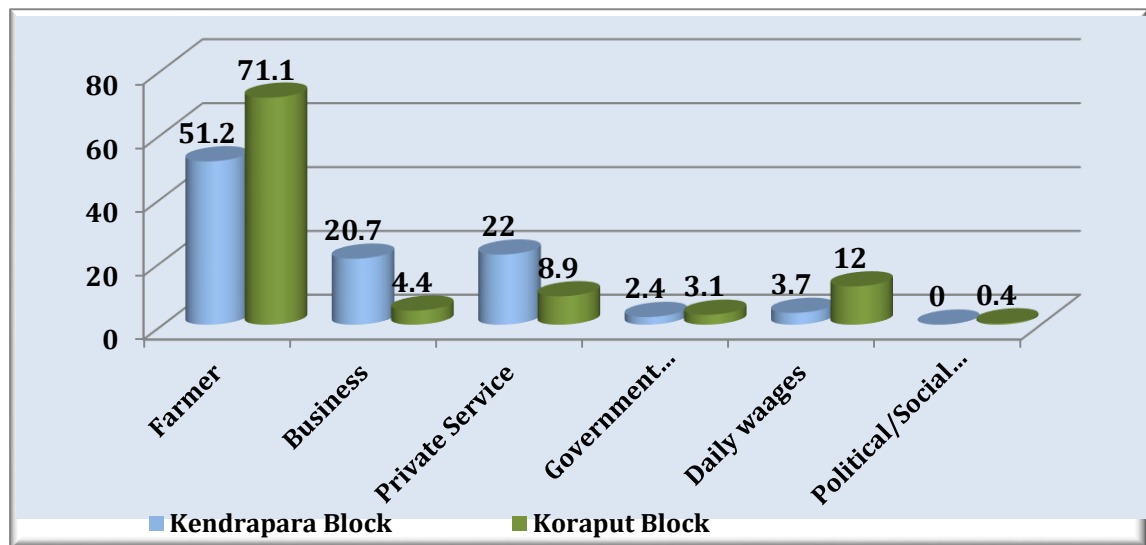


Table 3.11 and Figure 3.3 states the major sources of family income illustrate an interesting picture. More than 50 per cent of the major sources of family income are from the farming. (20.7 and 4.4%) major sources of family income are from business, (22.0 and 8.9%) major sources of family income are from Private jobs, 3.7 and 0.4 percent major sources of family income are from Daily Wages, while 0.4 percent major sources of family income from Political/Social Service in Koraput block only, 2.4 and 3.1 percent major sources of family income are from Government Service in Kendrapara and Koraput districts/block. It has given clear information that here only Farmer, Business, Private Salaried Person, Daily Wages, Not Working major sources of family income background people are preferring to government schools for their children's study due to their poor economic condition.

### Family's Annual Income

Annual income is one of the most objective displays for measuring one's status in society. Among the students' family only parents is having the government service holder by low level post. But it is observed that, few others parents are also engaged as a Private Salaried Person and Daily Wages jobs individually or combined and increase of incomes generated through modern agriculture. The range of income among the students is from Rs. 10,000/- to 2 lakh - 5 Lakh. The following table distributes the students into total annual income groups in their parents:

Table 3.12: Total Annual Income of the Family

Sr. no	Total annual Income	Kendrapara Block		Koraput Block		Total Students
		Frequency	Percent	Frequency	Percent	
1.	Rs. 10,000/-	4	4.9	27	12.0	
2.	Rs. 10,000 - 25,000	13	15.9	111	49.3	
3.	25,000 - 50,000	44	53.7	70	31.1	
4.	50,000 -100,000	16	19.5	10	4.4	
5.	1 Lakh - 2 Lakh	3	3.7	5	2.2	
6.	2 lakh - 5 Lakh	2	2.4	1	.4	
7.	Others	-	-	1	.4	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Table- 3.12 states about the average range of income of Rs. 2 lakh - 5 Lakh is 2.4 % students' family annual income in Kendrapara, while only just 0.4 % in Koraput block. And average number of students' family annual income Rs. 25,000 - 50,000/- in Kendrapara but 49.3% students' family annual income is just Rs. 10,000 - 25,000/- in Koraput block. And 4.9 and 12.0 percent students' family annual income is Rs. 10,000/- in Kendrapara and Koraput blocks.

### 3.6 Concluding Observations

Background of students has most important role in their performance especially for those children who belong to poor and less education or illiterate family. Most of parents have been struggling with number of problems in their day-to-day life with the illiteracy or very less education in study area as per (Table no-3.6, 3.7, 3.8, 3.9, 3.11). Due to that reason, they are unable to take care of their children regarding their study. So, their children are suffering very badly than other children who belong to educated and rich family for example-many parents feel uncomfortable for interacting with teachers regarding their children' performances, sometimes some parents are unable to understand the problems of their children. Maximum parents of government schools are unable to help their children in home book or proper guide at their home. Illiterate or less educated parents are so much busy in earning so they don't have time to attend parent's teacher meeting (PTA) as per primary data. Many parents are not satisfied on school development work in researchers study area. Sometimes many illiterate parents are doing strike in front of school for any small issue which is related with school development work during the school working hour. Sometimes those

parents are forcing to their student for doing same activities. As a result, many students are learning such bad activities at this age and also sometimes those students are unable to attain their classes because their parents are less interested towards education.

Maximum students' parents are struggling critically in verity of difficulties due to their low income in Koraput block than Kendrapara block as per (Table no-3.11). So many educated students' parents are staying in Koraput district for their earning purpose from other districts. But many illiterate people are migrating as the daily and bonded labourer from this Koraput district to other places of India for earning purpose. But people of Kendrapara district are earning better than people of Koraput district. As per field data (Table-3.10 and 3.12) educated parents are higher than Kendrapara district in Koraput district. Because, maximum educated parents don't prefer government school for their children. Women literacy rate is also strong of Kendrapara district than Koraput district. So many natural resources are available in Koraput district. The people of these area are poor because they don't have education as well as capital for their development. Girls and women are helping to earn as daily labours, farmer, and shopkeeper, domestic servant. But very less women are earning for family by doing such type of job in Kendrapara district.

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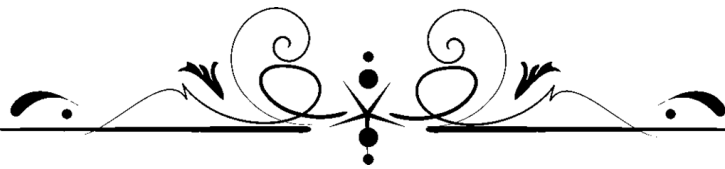
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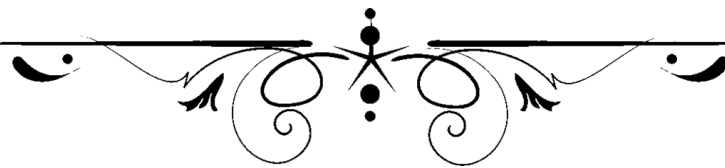
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## *Chapter- IV*

# *'RTI' Provisions and Schemes in Odisha*



## CHAPTER- IV

### ‘RTE’ PROVISIONS AND SCHEMES IN ODISHA

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#### 4.1 Introduction

The enactment of the Right to Education (RTE) Act 2009 is a landmark in the history of elementary education in India. It came into effect in the country in April 2010. It has been in the operation in the state of Odisha since 2010. To get a broad view of the scenario, this chapter, will discuss first the general provisions of the RTE Act and some important educational programmes which are meant for universalisation of elementary education. Then, it provides details of specific provisions and schemes related to RTE in the state of Odisha.

#### 4.2 Provisions of RTE and Important Programmes

Right to Education Act (RTE) was passed on 4<sup>th</sup> August 2009 by the Parliament of India during the period of Ex- Prime Minister Dr. Manmohan Singh, Act provisions for free and compulsory education for all the children between the age of 6 to 14 years as suggested under the Article 21A of Indian Constitution. RTE has been implemented in India as well as all over the world as a fundamental right of children for achieving universalisation of elementary education. It came into force on first day of April 2010. And this Act has committed to provide 25% reservation for backward class children in private schools completely free of cost up to end of elementary education. Local authorities have been following number of steps to provide quality education and increasing admission and attendance in elementary education by all children within 6-14 ages. With this Act, India in general and Odisha in particular has moved forward to a rights-based agenda that shows a legal commitment of the Government to fulfil this fundamental child right all over India. And the Odisha government have used different motivational way to increase the enrolment and attendance in schools with the support of families and different communities to fulfil this obligation (The Gazette of India: 27 Aug 2009).

RTE Act 2009 shall commit to provide free education to children from the age 6 to 14 years old means up to class VIII by this right they have access to free and compulsory education. The main provisions of RTE Act are as follows:

- The government schools shall deliver the free and enforced education to children and the School Management Committees (SMC) of those school will lead to the schools. Private neighbourhood schools shall accept 25% of the children of backward class families as per RTE norms in their schools free of cost.
- State shall offer mandatory education to children from the age range of 6 to 14 years as per the RTE guideline.
- National Commission shall monitor all aspects of elementary education including quality.
  - ✍ According to the Act 'free' means the elimination of any financial barrier in elementary education, that avoids a child from the last eight years of schooling.
  - ✍ "Compulsory" means- necessary admission, attendance and finish of Elementary Education.
  - ✍ Then it expresses the 'compulsion' word as the government of the state or limited bodies of local being forced to do provide free and compulsory education to every child and they are forcing to parents for sending their children to school regular because this is the fundamental duty of all parents.
  - ✍ The proof of children's age for admission: For the purpose of admission in elementary education, child's age shall be determined as per his/her birth certificate which is issued in accordance with the Provisions of Birth. By following the Act 1856 of Deaths and Marriages Registration or on as per other documents as may be prescribed in the absence of this birth certificate. Any child shall not be denied admission in a school for lack of their age proof.
  - ✍ No screening and interview for admission.
  - ✍ If any child has not enrolled or dropout then also those children will be taken in admission to an age-suitable class.

- ✍ Special training to allow such not enrolled or dropped out children to be at par with others.
- ✍ Those Child so admitted entitled to successfully completion of EE even after age 14 years
- ✍ School department bodies or Head Master shall act properly and supportively to those barriers like birth certificate, transfer certificate, etc. By the help of it those parents or their guardians may arrange alternative supportive documents for their children's purpose
- ✍ Any school-going child shall not be mentally abused by calling him/her 'failed' in any class up to class 8, or expelling him/her from school.
- ✍ A child who completes his/her elementary education, then she/he shall be awarded a certificate.
- ✍ All schools must have PTA so call requires to be taken for a fixed student-teacher ratio.
- ✍ All children from class I to class VIII in the country will be provided free textbooks and two pairs of school dresses before the start of new session.
- ✍ No screening for admission to entry in Navodaya Schools.
- ✍ All children will get free education, books under RTE before the start of the new academic session.
- ✍ No child will be punished so corporal punishment, mental harassment etc are strictly banned. If teachers do not follow then they may be suspended.
- ✍ Provide education facility in the neighbourhood within 3 years with all basic elements like admission fee, exam fee, practical fee, textbooks, uniform, shoes mean completely free of cost. Principals of public schools will help to those parents for this purpose but now all B.E.O.s are helping.

**Teachers-**

- ✍ School teachers require an adequate qualified degree for their teaching job like C.T. or B. Ed within five years from their appointment or else will lose job then other training also mandatory for taking time to time for

pedagogical improvement and smoothly handle the classrooms without face any difficulty.

- ✍ Requirement for engagement of teachers to be laid down by the academic authority authorised through the state or Central Government
- ✍ Places miserable academic responsibilities of teachers in schools
- ✍ Bans private tuition by teachers in campus or out of the campus of the school
- ✍ Disallows the deployment of teachers for different kinds of non-education justification, excepting census duty, disaster relief and elections.

#### **School with-**

- ✍ Sincerely involvement of Community guaranteed over SMC
- ✍ School Management Committee (SMC) covering elected representatives, teachers in addition parents.
- ✍ The parents of a student of the school can be a member in SMC.
- ✍ impartial representation to weaker and deprived sections for increase admission and attendance
- ✍ SMC to various plans, manage and monitor – in collaboration with the local authority of elementary education
- ✍ All the norms and standards specified as per this Act
- ✍ Look on Infrastructure including construction work of school
- ✍ Formation of PTR as per guideline
- ✍ Inquiry on Schooldays; working days for teachers.
- ✍ Availability of Facilities
- ✍ Improvement in the quality of education is most important.

#### **School's Library and Play material-**

- ✍ Library - There shall be a library in every school providing daily newspapers, magazines including child magazines and books on all subjects, counting storybooks.

- ✍ Play materials should be provided to each class as required by the children.

**School not allow in the absence of recognition-**

- ✍ Fine: Rs one lakh; in case of continuing disobeying, forfeit of Rs 10,000 for the day if the rule will be avoided.
- ✍ No recognition w/o fulfilling norms and standards of an unrecognised school.
- ✍ Three years initial grace period to fulfil all norms under RTE. on the other hand, the Pupil-Teacher Ratio to survive is guaranteed within 6 months strictly in every school- the vacancy not to beat 10% in that PTR
- ✍ Unaided neighbour schools shall be providing 25% reservation for poor masses children
- ✍ RTE Act 2009 prohibited any class of screening method and permits for taking admissions in the direction of any school, so children will be selected through random collection individual, it has visibly mentioned in contravention of the Act. Then the Government circulated the official letter to all the directors of elementary education departments of all states in India regarding the implementation of the RTE Act earliest.
- ✍ School infrastructure should be perfect in private school particularly where is a /problem within an available infrastructure that need to be improved in every 3 years, otherwise, recognition of school will be cancelled.
- ✍ Costs refunded regarding the expenditure of per child suffered by the State government or genuine fee charged, whichever is less. The problems in Elementary Education: Poor infrastructure (no accommodation, less than the minimum classroom, separate library room, separate girls' toilet, storeroom for mid-day meals items).
- ✍ If unrecognised schools will not follow the guideline, then the capitation fee of receives shall be punishable with a fine which may extend to ten times the capitation fee charged to educational organisations in the field of excises of the time limit.
- ✍ School organisation shall be punishable punished regarding a child screening procedure that school with fine which may extend up to Rs

25,000 in the period of first disobeying along with Rs 50,000 for each following contravention.

- ✍ Section 13 has highlighted that all the schools including special category schools shall not be No Screening of any children for admission within elementary education level but Navodaya Schools are violating here because this schools are conducting Screening procedures.

**Penalty will be charged as below:**

- ✍ No capitation fees from children or their parents but from unrecognised school
- ✍ Penalty: fine up to 10 times the capitation
- ✍ No screening of children or their parents for admission
- ✍ Penalty: the fine amount will be charged Rs 25,000 in 1st contravention then Rs 50000 for each next following contravention.

**Details about some important schemes related to elementary education are given below:**

**Sarva Shiksha Abhiyan**

This scheme is a Centrally guaranteed Scheme which was almost successfully implemented and launched during 2000-2001 by the Government of India in partnership with many State Governments, it is India's most important programme for universalising elementary education in all corners of India. This scheme includes the universal access of education, and maintenance of all supportive elements for providing quality education, both gender children can study together, all social categories students can study together, with the improvement of learning levels of children. SSA has achieved a huge number of successes in universalising elementary education. SSA deals with the building of school infrastructure, terms for teachers, episodic training for teachers' improvement about latest methods to teach and smoothly handle to the student as well as classroom with making available learning resources for children like textbooks, computers, library with available of verity needy books for student and teacher; equally support for Kasturba Gandhi Balika Vidyalaya, these residential schools have established specially for girls but many KGBV schools have merged with government co-education schools with fulfil of

special including teaching equipment; monitoring and supervision for making all schools effective for all children with their parents and local and SMC bodies local level accountability by engaging with community-based organisations.

This is such a great attempt to provide an opportunity for improving the capabilities of all children, with the help of the community for quality education as a mission mode.

The SSA had set with some particular targets. These are as follows: -

- It helps to children to re-join in nearest school and education guarantee centre as per 'Back-to-School' camp by 2003.
- All children can complete five years of primary schooling by 2007.
- Every child can complete their eight years of elementary schooling by 2010.
- Centre of attention on eight years school of the elementary education level of adequate quality with weight on education for life.
- The bridge among all gender with different social category gaps at the primary education level by 2007 and then at the elementary education by 2010.
- Widespread maintenance by 2010.

### **Mid-Day Meal (MDM)**

This nutrition programme in schools has a long history in India since 1925. Because Madras Municipal Corporation was stated first time this MDM programme to motivate children to school for the first time. In the mid of 1980, three States viz the state of Gujarat, the state of Kerala and Tamil Nadu and the Union Territory of Pondicherry had widespread this prepared Mid-Day Meal Programme by their own resources for all school-going children at primary school through 1990-91 then many States implemented this programme with their own funds on a universal or a great measure had enlarged to twelve states gradually.

- On 15th August 1995, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was started as a Centrally Funded Scheme for increasing enrolment, retention and attendance and simultaneously improving nutritional levels of children, initially in some blocks in the country. Then this

programme was introduced in all blocks of the whole country from 1997-98. Then this programme was extended to cover all government-aided schools/ block grants, schools of local bodies, EGS including AIE centres of the state and central government. The Central government Assistance under SSA consisted of without charge providing of food grains like- 100 the grams for every child per school day, and funding for carrying the food hardly up to Rs 50 per quintal. In course of time, this scheme was revised in September 2004, July 2006, and October 2007 the scheme has been supplementary revised to envelop children in upper primary (classes VI to VIII) at first in some Educationally Backwards Blocks of India. From 2008-09 to 1st April 2008, the programme covers all children studying in above mention educational institutions and upper primary schools under SSA of all areas across the country. And another most important matter regarding the sanctioned amount for the entire function of MDM work is very low budget so many issues are coming. With one example- for engagement of cook-cum-helper have been made along with following norms:

- a) Only one cook- cum-helper for MDM prepares 25 students' lunch in the lunch period.
- b) As per the guideline of MDM cook only two cooks-cum-helpers for MDM preparation for the number of 26 to 100 students in the lunch period of school.
- c) And one extra cook-cum-helper for all additional numbers of up to 100 students to prepare MDM.

Previously, the Central government has revised the cooking cost as Rs. 5.35% on date-01.4.2018 through 2018-19 under the National Programme of MDM in Schools of India (NP-MDMS). The government decided to increase the cost of Mid-Day-Meal cooking up to 5.35% on 1<sup>st</sup> April 2018 in the approval of the competent authority for the year 2018-19 over and above the existing cooking coast as per that approval.

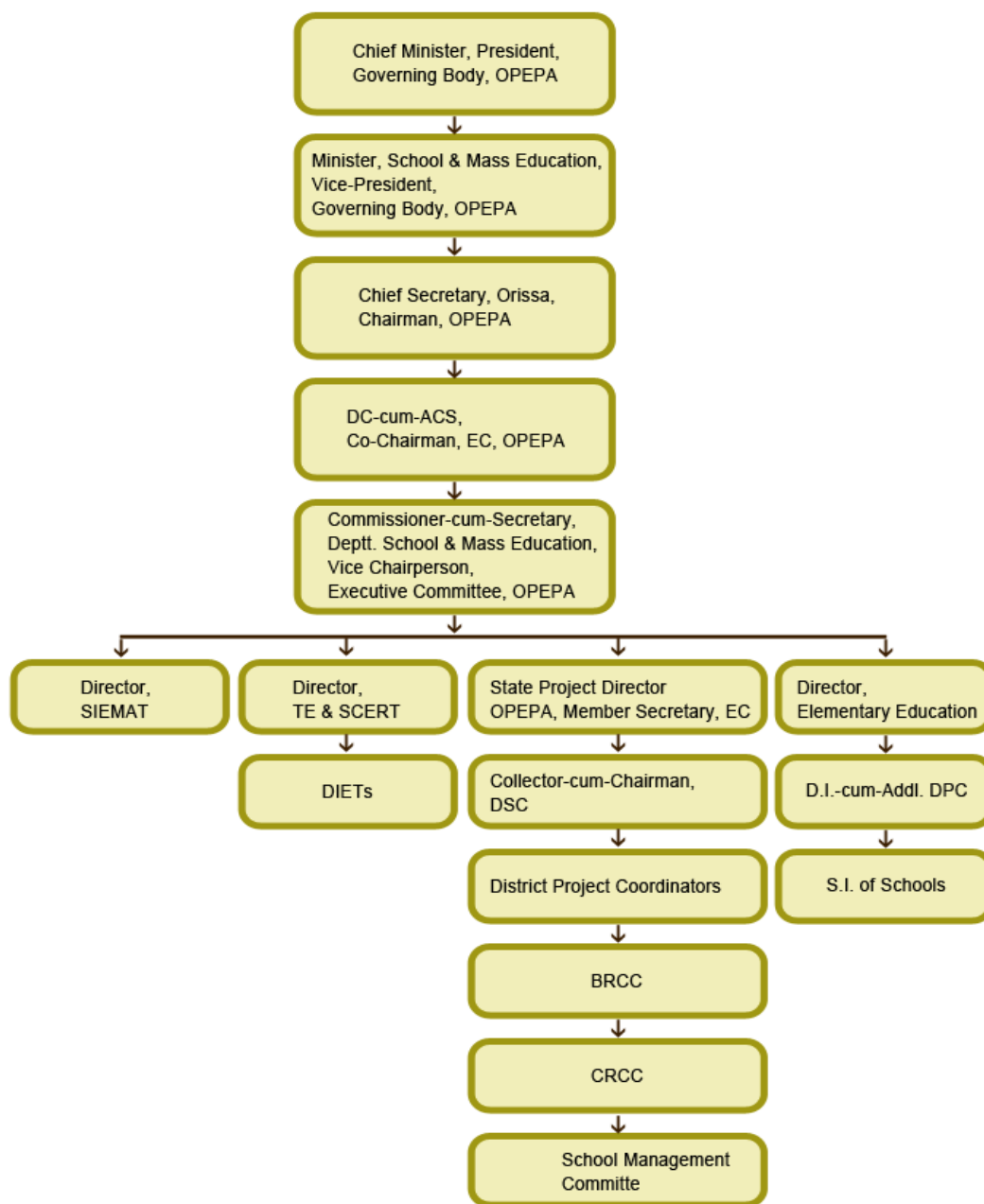
**The Kasturba Gandhi Balika Vidyalaya (KGBV)**

In August 2004, These KGBV residential schools were set up from the upper primary class by the Government of India for those who belong mainly to the SC, ST, OBC and minorities from difficult areas. It is one separate scheme of school but in agreement with the SSA, National Programme for Education of Girls at Elementary school Level (NPEGEL) as well as Mahila Samakhya (MS) for the first two years, then KGBV has combined with the SSA programme as a detached element of that programme from 1<sup>st</sup> April 2007. Even after the implementation of many schemes for gender equality the gender differences still continue in village zones and among disadvantaged communities as per different secondary sources.

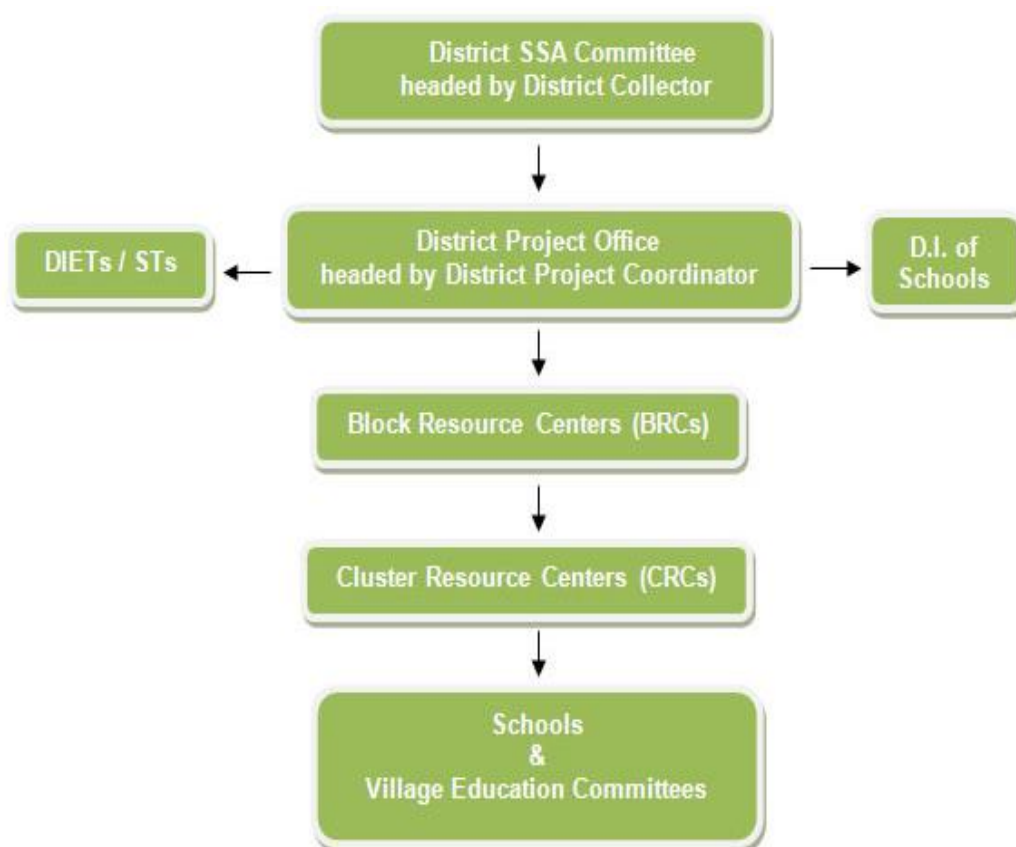
**4.3 Elementary Education and 'RTE' Schemes in Odisha**

The full form of OPEPA is Odisha Primary Education Programme Authority which came on 30<sup>th</sup> January 1996. In the Government of Odisha, the School & Mass Education (S & ME) department of Odisha has accomplished all the responsibilities for Universalizing Elementary Education. The School & Mass Education department is working through the Directorate of Elementary Education (DEE) with Odisha Primary Education Programme Authority have been doing all the necessary duties for fulfilling the goals of Universalisation of Elementary Education in this state. At the same time as the Directorate of Elementary Education manages the whole manpower of teachers, inspectors & administrators, OPEPA put into operations of Samagra Shiksha Abhiyan (SSA) in all over Odisha. Some days ago, the name OPEPA has changed to Odisha School Education Programme Authority (OSEPA) for implementing the Samagra Shiksha Abhiyan, from pre-primary to higher secondary (+2) level of education in Odisha (Government of Orissa, 2010: 27:9:2010).

Chart – 4.1: Management Structure of OPEPA/OSEPA



**Chart – 4.2: District level Management Structure of Elementary education in Odisha**



Sources: Odisha Primary Education Programme Authority

In every district of Odisha there is an administration structure for functioning programme smoothly which is beginning through the District Collector of all districts. There is one full-time District Project Coordinator of the District Project Office. But one officer in DPEP Phase -II and SSA districts from the district cadre is acting as the District Project Coordinators for implementing the educational programme for the development of elementary education.

At the District Level standing assembly of D.I./B.E.O. schools and institutions like DIETs and Secondary Training Schools make available the administration and all kinds of academic provisions independently to the District Project Arranger. Then here two important structures are BRCs and CRCs, one BRCs block is dealing but CRCs is coordinating of 10 to 12 schools as an experience and resourceful teacher for supporting teachers from the grass-root level means they will be connected with all

H.M. and some of the assistant teachers for implementing all programme in schools with the SMC/VEC members for school development.

Under DPEP office many responsibilities have given two pioneering structures like Block Resource Centres, one in correspondingly block and Cluster Resource Centres one for 10 to 12 schools with the one knowledgeable and resourceful teacher as a manager have been formed for supporting from the grass-root level in management as well as to offer different cooperation to schools and VECs.

RTE has come to follow with one positive effect in Odisha from 1st April 2010 i. As per the State Rules (ORCFCE Rule, 2010) which has given notice on 27-09-2010. The target of the RTE Act 2009 is Universalizing of Access of education by increasing enrolment, attendance, preservation, Quality & Bridging of children and Social Category Gaps. For achieving success on RTE with different schemes are working here like Sarva Shiksha Abhiyan (SSA) & Kasturava Gandhi Balika Vidyalaya (KGBV).

Steps for achieving the goals of UEE and RTE in Odisha are as under-

1. State Govt. provide access for children of primary schools in Class-I –V, a school shall be established in all non KBK districts and Non-Tribal Sub-Plan areas because of new Primary School was opened in habitations for at least the strength of 40 children up to 6-11 years within a walking distance of 1 K.M. The distance norm shall relax for opening any newly school in any district due to the natural barriers like river, hilly terrain, dense forest etc.
2. For Upper Primary School from Classes-VI-VIII has established in habitations/cluster of habitations having at least 25 children in the 11-14 years age group within a walking distance of 3 K.M. But it shall be relaxed in case of some of difficulties area due to natural barrier like the river, forest, hilly terrain etc.
3. Special Training for dropout Children: The State has taken steps to reduce the number of dropout children and dropout rate. These not enrol and dropout children can enrol in a class of neighbour school as per their age to complete elementary education
4. Transport and Escort: The child of difficult circumstances facing danger to attend the school has been provided with the Transport and Escort facilities during 2015-16 with the cost of Rs. 3000/-per child per annum. The average number of

transport and Escort facilities are providing in Jharsuguda district while the least rate of transport and Escort facility are providing in Kendrapara, Nuapada, Korapaut and Dhenkanal districts.

5. **Community Mobilisation:** The dynamic involvement of the nearest Community of every school plays a major character in the meeting for the access – impartiality – quality orders of Sarva Shiksha Abhiyan (SSA) in the setting of Right to Education (RTE) Act 2009. Participation of the communities are involved with different motivational work for teacher, parents, children of outside and inside of school, the management work for the development of the school.
6. **Motivate programme Suravi:** This state-level children's festival is being arranged on the eve of Children's Day This programme educates, entertains and inspires young minds from across the State for participating in workshops, different competitions, cultural programmes, exhibitions and musical performances etc.
7. **Enrolment Drive:** In the month of April, Prabesha Utsava like an enrolment drive, is being organised, in each school across the State to galvanize the community to participate very smartly in fairness issues.
8. **Street Play:** It is a dramatic performance also the motivational presentation is performed in open places without a specific paying audience for making alertness among the community about their educational rights.
9. **RTE Responsiveness:** To confirm the appropriate operation of the Right to Education (RTE) Act-2009 and RCFCE Rule 2010 various initiatives have already been taken at the State level. There is the key target of the campaign is to create awareness among the people, weaker sections reading the benefits of universalisation of elementary education, and RTE, especially regarding 25% seats are reserved from pre-school or standard 1 in private schools.
10. **Shiksha Mahasabha/ Parental Counselling:** Shiksha Mahasabha is being organised particularly concentrated on Scheduled Tribe and Schedule Caste to mobilize the community towards the fundamental rights, provisions, facilities available and benefits of education and also mobilize them in ensuring enrolment and regular attendance of their wards at school.

Parental counselling helps parents to know new ways to understand themselves as parents, parents can get proper tricks to support their children for their bright future through education.

11. Community Based Activities for School Community Linkage: The activities of community-based are the activities or programme where teachers act as facilitators and provide space for participating in different creative activities of the community and children such as, traditional musical instruments, the exhibition of art and handicraft, cultural songs, ornaments, dance, riddles, tales etc.
12. Early Childhood Care & Education Centres (ECCE): This is the most important module under SSA Programme; it purposes at providing early inspiration to the children of age group (3-6) years.
13. Girls Education: To minimise the gender inequality in education and to make a gender sociable environment in the society as well as schools for main gender equity and impartiality. Few suggestive actions were premeditated for increase girl's enrolment and attendance, some of the safety measures for them as given below:
  - Self-defence training to girls: Feeling of self-respect and self-protection, to provide some of the basic skills, to protect the girls during any type of physical assault and to keep the girls physically as well as morally strong. So, the self this training is taught to all the teenager or adult girls that how she can protect to her selves by using some technique counter-attack. And also, girls may use some materials just like handbags, pens or pencils, paperweight, scissors, kitchen knife, utensils, stone, brick, stick, bottle, sand etc. for attacking their opponent and hurt him enough to free yourself or save yourself. Girls can use above mention instruments for hitting the opponent protecting them before a sexual attack with them, distracting him or even blind him.
  - Block level consultation of school cabinet leaders and guide teacher on life skill education, teenage issues, and role & skill enhancement (2 days) on the eve of observation of girl child day.
  - Orientation cum workshop on sexual harassment at school or workplace: girl child may save themselves from depression, mental trauma, sexual assaults inside or outside of school to overcome from this situation and to solve the problems of the women, Orientation cum Workshop on Sexual Harassment at workplace at district level will be organised.

- Sensitisation Activity for Community/Parents on Specific Problems Like Child Marriage, Migration, High Female Foeticide, Trafficking, Adolescents Health etc. This adolescent's health is affecting girl's Education up to two days.

The aims of above mention programme: To create a gender-friendly environment in the schools and society, then it may help in maintain of gender equity and equality.

**14.** Development of IEC material by addressing issues like health and sanitation, hygienic food practice, personals, menstrual, environmental hygiene, gender biases for promoting education etc. IEC materials play an important role in disseminating the message of the developmental programmes/schemes of the Government to the beneficiaries at different levels. Technology gives various powerful learning tools with new ways to students in their schools. So, the Computer Aided Learning (CAL) Programme has been introduced to develop the learning capacity of the students and enlarge the teaching productivity and effectiveness of instructors in elementary schools with the help of advanced Computer-based Technology. First of all, necessary elements including proper infrastructure should be available in all the schools for IEC.

- Ability Building of Teachers including Different Stake Holders: - Teacher Educators and faculties of DIETs and Training Institutions, who have been trained to teachers that how they can use technology in their teaching under Digital Equalizer Programme at SCERT, is declared as Resource Persons, Programmer and CAL Assistants, BRCs, CRCs, H.M and other teachers can take training under CAL. As a result of which teacher and student can maximum use of digital contents. Whatever responsibilities are under this CAL is auditing motherly in district level. And it has great role in improvement of Multi-Lingual Education.

**15.** Inclusive Education for the CWSN in SSA: SSA is an endeavour to provide eight years of quality education to all children the 6-14 age groups. This scheme is trying to bring changes in quality education.

**16.** Interventions under SSA for the Development of ST, SC Education: various schemes are supporting in the development of elementary education. Here this scheme is helping to provide quality education by all these such as supply of

textbooks at elementary stages of school education, uniforms to all children in govt. schools are providing all the basic elements such as free education up to class VIII, hostels facilities for SC and ST students, Mid-Day-Meal Scheme, Srujan means their child can perform different activities, and Mother Tongue Based Multilingual Education Programme.

17. Mother-Tongue based Multi-Lingual Education (MLE) in Odisha - In Odisha, children are taught in Odia which is challenging for many of the tribal children whose mother tongue is not Odia. Teachers are taking some training for fulfilling the aim of MLE in the elementary education level.
18. Technical Guidance to the Community: some of the technical experts/skilled persons are giving some training to the community and SMC members for their responsibility regarding quality assurance in elementary education and implementation of RTE by following the guideline of OPEPA.
19. School Student Helpline: School Student Helpline (SSH) is a unique attempt to hear the voices and issues of students, to understand them and to ensure their right to quality learning in a child-friendly atmosphere.
20. Ama Vidyalaya: It is helping for beautification of the school environment in Odisha. The school environment can improve. The aid learning progress of children may possible with some aspects of child-friendly and activity-based on the walls and spaces of the school building.

- Space for Beautification: -

#### External Space

- Colour Scheme - The outside walls of the building and boundary shall be painted with cement paint of Peach colour with border of earth colour for children frequently focus purpose. Then easily they can remember so many things quickly.
- Boundary wall –In absence of boundary wall green grille can be used temporally like cement boundary will be strong to make safe the school campus plus building in the school.
- Semicircle of the Gate – School's name with the date of the establishment will be painted on the semicircle of the school gate with the letter size of 8 inches.

- The front portion of the school building or gate must have the school's name visible; the "NAME OF THE SCHOOL" will be painted in the centre in white colour over earth colour background along with at least letter size of 10 inches.
- School must have an approach road, and that will be started from the school's entry gate to the veranda, it will be of 8 feet width by the brick frame of 1-foot groove on both sides of that road.
- Ramp for disabled students- It will be constructed besides come close to the road, to make easy accessibility for the physically challenged children and voters at the time of election. One railing shall be attached to the floor of this ramp for facilitating of hand support for them in both sides of this floor.

#### School Campus

If space is available in front of the school building particularly at the entry to the school, then one beautiful garden will be developed by members of the school on the right-hand side of the person facing the school building from right-hand side of him. Then On the left-hand side some of the arrangements will be made like- Flag post, Space for Student Assembly, play materials such as swing, slide, see-saw etc.

#### Corridor/ Veranda

- Veranda Wall- It's compulsory to display certain learning elements on the wall in the veranda.
- Colour Scheme for Veranda wall – It will be cement designed with Peach Colour
- Veranda wall with a border of ground-level –1 foot height's one running Border will be painted with local cultural painting from the ground level. Wherever pillars are there; in Veranda wall with a border of ground level of 2.5 feet height will be painted on those pillars as well.

#### Front to the staircase/ move towards the veranda

- Image of the wall Clock- It will be painted with a pendulum showing 10' o'clock of 3 feet height and 2 feet width size.

- Student Helpline – The letter of student helpline will be written on the wall's upper side top of the door level; the helpline number to be painted indicated under as follows: -

HELPLINE NUMBER- It will be painted in English language and in the capital letter then the letter size will be 8 inches on the upper side of the wall of the school building.

- TOLL-FREE NUMBER for students' help –The number will be written on the wall clearly (letter size of 8 inches in English) just like “TOLL-FREE NUMBER- 18003456722”, with the name of Department of School and Mass Education, in the regional language of Odia with letter size of 6 inches.

Available elements next to the Veranda from left to right (size of 4 feet x 4 feet and all the information will be write-down in Odia language as an available guideline)

- i. School Cabinet Minister– The main aim is to provide students the knowledge about the Cabinet of the Minister. So, one painted blackboard will be there to display students' nominated list those will be elected as Cabinet ministers in school as per above mention guideline.
- ii. Ama Lekha Ama Chitra –Students' creativity and writings will be displayed on one soft pin-up board with a cover of blue paint velvet material as per above mention guideline free place of school.
- iii. Odisha Map – A clearly visible map of Odisha will be painted for the dimension of 4 feet x 4 feet. with districts' outlines and names, there is district's borderline of school location will be highlighted by the red colour
- iv. School Information's Board – basic statistic information will display on one blackboard and this board will be as per above mention guideline. According to the available sections of the school, the rows will be made in the school's daily attendance section.
- v. Financial Display Board – the financial resources' information that has been received by the school for the development of this school will be displayed on one blackboard as per the above mention guideline.
- vi. Idea Box (Ama Katha, Ama Matta) – An aluminium drop-in box of 1 feet height and x 1.5 feet width size with the facility of locking the outlet will be

fixed permanently on the wall which will be facilitated to access all stakeholders to place in their ideas, comments and feedback on related activities of the school.

- vii. Height Measurement Scale – One Height scale to be painted from the ground level size of 2 feet width x 7 feet height. Then it will be applied for maintaining the students' physical record as well as to assist the students to evaluate of the size in terms of length.

In the classrooms

Blackboard Wall: (Wall with the Blackboard)

- Walls of the classroom will be dedicated to the two most important elements of school students and teachers.

Colour design – Classroom walls will be decorated with white colour cement paint for maximizing the lighting in the classrooms.

- Blackboard – It will be coloured with a dimension width of 8 feet length x 4 feet by BB colour in the middle of the wall.
- TLM Corner – An aluminium/ wooden/ brick shelf of size of 5 feet height x 3 feet width x 1.5 feet depth, preferably to be fixed to wall, it will be placed on the right-hand side of a teacher facing the class to carry on the subject particular Teaching Learning Materials.
- Students' rack- Here students may keep activity books as well as other reading/ other learning material then they can read all those books on that rack to access in their free time for example after lunch and any other celebration day. That rack should be set on the left side corner of the teacher facing the classroom with the size of 5 feet height x 3 feet width x 1.5 feet depth will be set.
- A portable Student- Mike fixed is require in the classroom from Std.IV to Std. VII. It will be used at the timing of story speaking debate timing, and some of the other similar activities frequently develop the students' confidence and inspire to them in public speaking skill. So, the width of 3 feet height and 1.5 feet stage will be required to fix the mike

The Students' Wall in the school: (The left-hand side wall of the teacher facing the classroom)

- Ama Kama (Our Work) – The entire board of school will be used for exhibiting the different works of the students like classroom work/ project work/ any creative work which is done by the students' work/ project work/ any creative work will be displayed on a soft pin-up board as following the size of 3 feet height x 5 feet width then it will be cover by blue colour velvet cloth to the wall 3 feet above the ground level.
- Aame Taraka Mane (We the Stars) –It will be used to appreciate and acknowledge talent/ participation/ contribution of students in students' curricular and co-curricular activities with writing their names and class on this board green board with the dimension of 3' height x 5' width, it will be coloured up to 3 feet above the ground level on the wall. They may be selected as the Tarakas (Stars) for each week based on Good Behaviour towards classmates and seniors, Sociable, friendly and affable, Co-curricular, Academics and 100% attendance during the week

Teaching space

Teacher's Wall: (wall of the teacher's right-hand side facing the classroom in the school)

- Teachers will write their preparatory activities because it's for them
- A running wooden baton with some clip will be fixed on the top of window level across.
- Teachers will hang their drawing sheet which is subject wise monthly activates to focus in the Samadhan.

Question Bank – Subject wise questions will be kept in the hanged on the teachers' wall, it will be decoration in 6 pockets with the dimension of 3 feet height x 2 feet.

Ground level blackboard

- School needs a blackboard for running ground level that will be designed with height of 2.5 feet from exterior on the wall of students and teacher with

distinction of plain, ruling and dot surface in the classrooms only for Std. I, II and III. Overhead the ground level chalkboard with a running strip of 6 inches height will be designed with colourful in mixed of alpha numeric in for Odia and English for the recognition purpose.

- But no ground level blackboard will be designed above than class IV in the classroom.

Barnali Wall: (The frontage wall of the backboard wall)

- It has been dedicated to the activity-based learning essentials/pictures for the students. Many grades specific activities on learning elements are set from the “Barnali” resource book.
- Barnali pictures will be prepared with the dimension of 4 feet height x 3 feet width. If a school has no chalkboard in the school’s wall so then 3 Barnali elements will be designed. But, if only one blackboard is there then only 2 Barnali elements will be designed by the painter. The pictures should be painted within the range of the children’s indicators so that they may access them easily with the assistance of the teacher’s training.

#### 21. Samikshya Samadhan Sadhan

This is an effort to enable the teaching-learning procedure inside the classroom and to display the schooling process. This is a progression to track the performance of all the Elementary and Secondary Schools and Teachers’ Training Institutes in the resulting 05 broad areas such as School Environment, Curricular Programme, Co-curricular Programme, School Communal Link, and School Management.

In the School and Mass Education Dept, one enthusiastic Performance such as Tracking Cell is working to succeed in this school monitoring process. CRCC, BRCC, DEO, BEO of Schools, State Level Officers (Assistant Directors, Inspector of Schools, Deputy Directors, Joint Directors) etc. are the Monitoring Officers. In this regard to about 6,000 officers has been provided training in a phase aimed at the development of quality education in the elementary education level. The Monitoring Officers are also given scope to collect information on time on the different characteristics – how many teachers’ post has sanctioned for a school, details about

present teachers on the visiting date of Monitoring officers, Attendance particulars of Enrol children/working teachers at the end of every month, what's the position of School as per enrolment number and how many classrooms are available in the school.

## 22. Samarthy

In this organization, teachers of Elementary and Secondary Schools are taking in-service training. The teacher is the most crucial input in the development of the Education system. Trained and Dedicated teachers in all the schools may make it an attractive place for learning. Teachers working in elementary school and high schools of Odisha have different backgrounds like content and pedagogical knowledge, motivational level, qualification and level of learning are disturbing. Numbers of teachers recruited as untrained have not gone through pre-service training and hence are underqualified in Odisha. Even trained teachers lack in some of the pedagogical thought including the content. Hence there is essential to formulate a complete training strategy for several categories of working teachers in primary, upper primary and secondary levels such as in-service teachers, the appointment of the new teacher, recruited teachers, some under-qualified teachers, headteachers, teachers working as the BRCC, CRCC and Block level. Teachers' further training purpose is communicated by many agencies for example SSA, SCERT, Board of Secondary Education, ELTI and others. The model and information provided by these institutions differ from different programmers to programmers.

## **4.4 Concluding Observation**

As per RTE Act 2009, all government and government-aided primary and upper primary schools are bound to follow all the provisions of this Act. Then the special category schools and private schools will follow the provisions for those schools. SSA is an important determinant of the Government of India for the spread of universalisation of elementary education, it is helping poor masses to realise the importance of elementary education. All the children can get free education up to elementary education as per all the provisions of SSA and RTE Act 2009. MDM programme also attracts all poor masses for sending their children to school regularly but school is providing very low standard Mid-Day-Meals and other issues related this

MDM including in study area (Table- 5.10 and 6.3). Total management structure of Odisha elementary education has distributed the responsibility for implementing of RTE in Elementary Education from Chief Minister to School Management Committee members. Then the responsibility of RTE implementation was distributed from District Collector to Village Committee Members which is now these days called School Management Committee (SMC) members in district-level elementary education.

By the help of different provisions under RTE and other educational schemes, Odisha elementary education have tried to achieve satisfactory result of RTE such as Special Training to Out of School Children, early Childhood Care and Education Centres (ECCE) is an imperative part of SSA Programme; it takes the care of the children of age group (3-6) years, Girls Education to keep down the gender gap in education and to make a gender friendly environment among all students in the society and schools for prevailing gender justice and equality, Computer Aided Learning (CAL) Programme in Odisha elementary schools has been presented with the intention to improve the learning capacity of the students but the teachers can't prepare their lesson plan and teaching due to different issue in study area (Table- 6.9), most of tribal student don't know Odia language so Multi-Lingual Education (MLE) in Odisha is such helpful process for those students, technical guidance to the School Management Community in school's construction work, School Student Hiplines is a most important attempt to hear the voices and issues of any student, By the help of Ama Vidyalaya programme, school environment is becoming beautiful for attracting to children and teachers for the development of elementary education in different ways. So many provisions of RTE are visible clearly in the school environment. And also, all higher authorities of the Odisha elementary education department are taking different training for conducting supervision, monitoring and supporting to all DEO, BEO, BRCC, CRCC and teachers. And also, teachers are taking different training for teaching in some of the new and latest methods. Those teachers have improved in the varied background so far as content and pedagogical knowledge, motivational level, qualification and level of learning. teachers and school committee members have been informed to district level school authorities for some important aspects by proper channel such as teacher's post sanctioned, teachers present on the date of visit, number of classroom available, attendance of the children / teachers, enrolment

position of the school but one sample school has failed due to disturbance of old SMC members in study area (Table- 6.23).

To reach the aims of RTE and universalisation of elementary education, governments of Odisha state strive much within the limited years and mean all the facilities have been available in selected schools as per RTE provisions, must have been achieved the remarkable success in the implementation of RTE gradually. However, there are miles to go to reach in a satisfactory level. Further, Odisha government has adopted several fruitful with adequate steps to bring all children from every nook and corner to their nearest school. Numbers of efforts are put by Odisha governments through various schemes and strategies, research, seminar, conference, projects, programs as per secondary data. Among these almost all programs, plans and educational policies target to stop gender discrimination, community gaps in enrolment, retention and learning achievement, stop the drop out at the elementary school stage.

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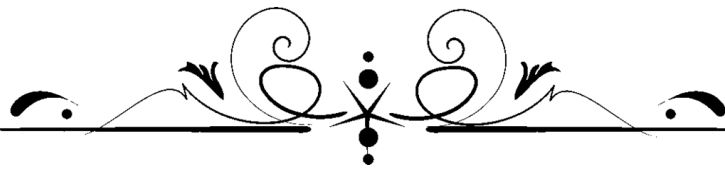
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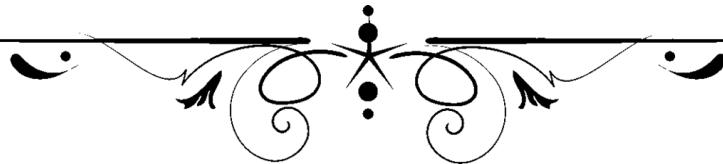
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*Chapter- V*

*'Implementation of 'RTE' and  
Elementary Education*



# **CHAPTER - V**

## **IMPLEMENTATION OF 'RTE' AND ELEMENTARY EDUCATION**

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### **5.1 Introduction**

Based on field data, this chapter examines the status of implementation of major provisions of RTE in four selected upper primary schools, two of which are from Kendrapara block and two of which are from Korapute block. To begin with, basic information is given about the students studying in these schools. Thereafter, the status of implementation of the major provisions of RTE in these schools, is provided, which include: distance of the school from student's home, distribution of school uniform and textbooks, provision of MDM, toilet facility and drinking water, fee collection, scholarship distribution, library, sports and physical education, computer facility, SMC, and problems faced by students, etc.

### **5.2 Basic Information about Students**

Here, the basic information about the student students is given according to their age, gender, classes in which they study, caste, religion and mother tongue.

#### **Age distribution of students**

As per RTE provision students should take admission on the base are birth certificate and also some other ways. And those children; who are not enrolled in school at right age, can take admission inappropriate classes on the basis of their age. So, this table data will show about the age order as well as the mismatch of age order. If age order is mismatched then what are the reason behind this phenomenon.

Table 5.1: Age distribution of students

Sr. no.	Age of students (years)	Kendrapara block		Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	10	-	-	1	.4	
2.	11	10	12.2	34	15.1	
3.	12	37	45.1	87	38.7	
4.	13	31	37.8	80	35.6	
5.	14	3	3.7	20	8.9	
6.	15	1	1.2	3	1.3	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Table – 5.1 provides a description about the age distribution of students in the sample schools from selected districts of Odisha. Yes, one thing is very clear proper age order has maintained in these sample schools as per the RTE rule. It is found that the 11 years old students are 10 (12.2%) in the sample school of Kendrapara and just 1 (0.4%) 10 years old student is studying in the sample school of Koraput district. When the researcher talked with teacher her about this, the teacher responded that issuing birth certificate was a problem for some students as reported by their parents. Some illiterate tribal parents don't have supportive documents for their children's admission. But teachers are cooperating with them.

### Gender distribution of students

It has been observed by researcher from the data that four sample schools were meant for equally for boys and girls i.e., co-educational institutions. With the help of this data we can find out if gender discrimination happening in societies. The picture of gender discrimination and the mentality of people will be clearly seen by the enrollment rate of both genders in sample schools of the selected districts in Odisha. Then it may help for creating any innovative idea to eradicate those problems.

Table 5.2: Gender distribution of the students

Sr. no	Gender of students	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Boy	37	45.1	60	26.7	
2.	Girl	45	54.9	165	73.3	
	Total	82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table – 5.2 provides a description of the gender of the students in the sample schools from selected districts of Odisha. Highest girls' students are enrolled 45 (54.9%) than boys (45.1%). Amazingly the girl's enrolment is increasing in the Koraput district. This district is very low in woman literacy rate among maximum districts in Odisha. Many parents are choosing government schools for their girl child because they are thinking the expenditure of money for a daughter's education means the ate of money. A girl needs minimum education for her marriage and family care. So, in the middle class and higher middle class even in some rich upper-class families are sending their girl child to government schools in selected districts of Odisha. 165 (73.3%) girl students enrolled, while the boy students were 60 (26.7%) in the Koraput district.

#### Classes in which students' study

On the basis of so many secondary documents enrolment is increasing in government schools. So, this table researcher has tried to show if enrolment rate is higher in a lower class than upper class then maybe with the help of this table we can say "yes enrolment rate is increasing". As per the RTE guidelines, all children should get education free of cost in India from Class I- to Class VIII.

The class constitutes the core unit of the traditional Indian social system. It is of sociological interest to analyse the data on caste queue in order to understand the social background of the students' families. The class-wise distribution of the student is shown in the following table:

Table 5.3: Classes in which students' study

Sr. no	Class of students	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	VI	28	34.1	56	24.9	
2.	VII	30	36.6	102	45.3	
3.	VIII	24	29.3	67	29.8	
Total		82	100.0	225	100.0	
Grant total						307

Source: Field Data Collected during December 2017-January 2018

Table – 5.3 provides a description of Classes in which students study in the sample schools from selected districts of Odisha. Thirty students (36.6%) are enrolled in class VII in sample schools of Kendrapara district and one hundred and two students (45.3%) are enrolled in class VII in sample schools of Koraput district.

Students enrolled in class VIII are 24 (29.3%) in sample schools of Kendrapara district and students enrolled in class VIII are 67 (29.8%) in sample schools of Koraput district.

Students enrolled in class VI are 28 (34.1%) in sample schools of Kendrapara district and Students enrolled in class VI are 56 (24.9%) in sample schools of Koraput district. In comparison of classes VII and VIII, less numbers of students are enrolled in class VI in both sample schools of selected districts of Odisha.

This is not the actual strength of these sample schools in respect of these classes. Some students are not regular in schools because of many reasons like they are helping their parents in domestic work, small family business, in cultivation, siblings care, lack of parents as well as students' interest; towards education influence of bad companies, lack of counselling, secret bad habits of students, lack of proper guidance by family, lack of school as an attractive platform for a student, no fear to fail in exams, no fear for punishment (not corporal punish only how the student can recognise his/her mistake and s/he will improve), lack of the motivation by teachers, SMCs members, PTA members, authorities of school department. Perhaps so many concerning staffs of education department are doing their duty for salary purpose.

**Caste distribution of students**

The caste constitutes the core unit of the traditional Indian social system. It is of sociological interest to analyse the data on caste queue in order to understand social and background of the students' families. Data have been collected from classes: Class VI, Class VII and Class VIII. Sample students from different classes of all sample schools are shown in the following table:

**Table 5.4: Caste distribution of students**

Sr. no.	Caste of students	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	ST	-	-	111	49.3	
2.	SC	37	45.1	75	33.3	
3.	OBC	28	34.1	33	14.7	
4.	General	4	4.9	6	2.7	
5.	Minority	13	15.9	-	-	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.4 is related to the enrolment of the Caste distribution of students in the sample schools from selected districts of Odisha at the elementary education level. 37 (45.1%) SC students are enrolled in the sample school of Kendrapara and just 75 (33.3%) are enrolled in the sample school of Koraput district. 111 (49.3%) ST students are enrolled in the sample school of Koraput, while not a single ST student is available in Kendrapara district. 28 (34.1%) OBC students are enrolled in the sample school of Kendrapara and 33 (14.7%) OBC students are in the sample school of Koraput district. 4 (4.9%) General students are enrolled in the sample school of Kendrapara and 6 (2.7%) General students are in the sample school of Koraput district. 13 (15.9%) Minority students are enrolled in the sample school of Kendrapara, while no Minority student is available in Koraput district. Maximum students are of SC, ST, and Minority. Category in government schools for comparison of General caste in the sample schools from selected districts of Odisha.

**Religious distribution of students**

As per the guidelines of elementary education and RTE, any children will get free education up to class VIII. Religion should not be an obstacle in the implementation of RTE in elementary education. All children should participate together without any feeling of religious discrimination among themselves in their school.

**Table 5.5: Religious distribution of students**

Sr. no	Selected schools of Kendrapara block			Selected schools of Koraput block		Total students
	Religion of students	No. of Students	Percent	No. of Students	Percent	
1.	Hindu	69	84.1	217	96.4	
2.	Muslim	13	15.9	-	-	
3.	Christian	-	-	8	3.6	
	Total	82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

The data presented in a Table- 5.5 is related to the religious diversity of students in the sample schools from selected districts of Odisha. 69 84.1% SC students are enrolled in the sample school of Kendrapara and just 217 96.4% are in the sample school of Koraput district. 13 (15.9%) Muslim students are enrolled in the sample school of Koraput, while Muslim students are not available in Koraput district. 8 (3.6%) Christian students are enrolled in the sample school of Koraput, while no Christian students are available in the Kendrapara district.

**Mother Tongue of students**

Mother tongue constitutes the core unit of the culture of a society and it has importance in schools also. Mother tongue is the first language which she/he learned with family members at home in childhood with still understood by the person at the time the data was together during the fieldwork. If the person no lengthier realizes the first language than the mother tongue that s/he learned become the second language. The mother tongues of students are categories into six types, namely; - Odia, Tribal language, Telegu, Bengali and Hindi. These language categories are shown within the following table:

Table 5.6: Mother tongue of students

Sr. no	Mother tongue of students	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Odia	82	100.0	221	98.2	
2.	Tribal language PARAJA	-	-	4	1.8	
Total		82	100.0	225	100.0	
Total						307
Grand total						307

Source: Field Data Collected during December 2017-January 2018

The data indicate that the mother tongue of most of the students is Odia (100%) in all sample schools. But just (1.8 %) students are able to speak the Tribal language “Paraja” (Table- 5.6).

### 1.3 Status of Implementation of RTE

Now the status of implementation of RTE provisions is analysed in the case of the selected schools of Kendrapara block and Koraput block, on the basis of data collected from the field. It involves examining the extent to which the provisions of RTE are fulfilled/followed in the selected schools.

#### Medium of teaching (instruction) in selected schools

Medium of teaching is very important for students and teachers in the classroom. Students and teachers should be familiar with the medium of teaching language. Then the students can understand all the lessons of their class. And teachers' teachings go in vain without the understanding of students. Teaching language should be the first language means the regional language of students in schools with complete clarity. The mother tongue of students are categories into six types, namely; - Odia, Tribal language, Telegu, Bengali, and Hindi. These Medium of Teaching language categories are shown inside the following table:

The study reveals that all the sampled schools used Odia language as the medium of teaching (instruction) in selected schools i.e., Odia medium government upper primary schools.

**Distance of school from home**

Distance of school is very important for students on the basis of RTE guidelines. Because in elementary schools' students are too young to travel a long distance daily. According to norms Primary Schools should be situated within 1k.m and Upper Primary Schools should be situated within 2-3k.m. Students may face many problems during their journey to schooling. These far of schools' details are shown in the following table.

**Table 5.7: Distance of school from home**

Sr. no.	Selected schools of Kendrapara block			Selected schools of Koraput block		Total students
	Distance	No. of Students	Percent	No. of Students	Percent	
1.	Less than 1 K.M.	81	98.8	69	30.7	
2.	Within 1 to 3 K.M.	1	1.2	41	18.2	
3.	Within 6 to 9 K.M.	-	-	54	24.0	
4.	More Than 9 K.M.	-	-	61	27.1	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.7 reveals about Distance of school from the home of Kendrapara district' For 81 (98.8%) students' the distance of their home to school is within 1k.m, while for 1 (1.2%) student the distance is between 1 to 3k.m.

The research reveals about Distance of school from the home of Koraput district' for those 69 (30.7%) students the distance of their home to school is within 1k.m, for 41 (18.2%) students' the distance is within 1 to 3k.m. But those students' come from far places like 6 to 9k.m. and more than 9k.m they are staying in school's hostel, while the average number 61 (27.1%) students' come to school from more than 9k.m.

**Distribution of school uniform**

Children often from the economically weaker sections of society do not go to school mainly because of economic reasons. One of the reasons is the lack of suitable

clothing for going to school regularly in all poor and middle-class families. Data obtained with regard to school uniforms has been shown in the table below.

**Table 5.8: Distribution of school uniforms to students in school**

Sr. no.	Distribution of school uniforms	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Not at all	50	39.0	225	100.0	
2.	Distributed twice	32	61.0			
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Although in the sample schools of Kendrapara and Koraput districts, the students have to come in school uniform from the data (Table- 5.8) reveals that all the schools did not follow the models. This may be due to the inefficiency of the parents to offer school uniforms to their children as there was no facility for providing school uniforms by the authorities. The study examines that 32 (61.0%) school students come to school wearing uniforms while 50 (39.0%) school students come to school without uniforms in Kendrapara district because the headmaster is unable to withdraw the dress amount from the school's fund due to the disturbances by SMCs in this sample school. But 225 (100%) students come to school wearing uniforms in all sample schools of Koraput districts.

### Quality of Mid-Day-Meals

MDM is attracting students but many students are avoiding MDM in their schools due to Very Low Standard. All children of many weaker sections are attracted by MDM to come to school regularly. The main objective of MDM is not fulfilled all over the country. The quality of Mid-Day-Meals is very important but so many issues are arising to take the quality of MDM in maximum schools. Schools are providing very low standard MDMs to students in primary and upper primary schools' levels. Information regarding the quality of MDM in schools is shown in the following table:

The study reveals the data that all sample schools are providing Very low Standard MDM to students for some reasons. Because of this many students are not taking

MDM. Sometimes students are going to their home or nearest shop for purchasing unhygienic unhealthy food items just below five rupees. They take this amount of literary begging from their helpless parents. And sometimes they are not coming to school if those poor parents are unable to pay their children. But teachers are enjoying delicious food inside the schools as per their choice. A matter of regret is that some auditing staff are enjoying those delicious foods during their supervision periods. But maximum Dalit and low-class students are taking MDM. Because they don't have the option to deny this low-standard MDM. Many students are throwing this MDM what they will do, they don't have habituated with any delicious food like the children of a rich family but it should be healthy at least then they can take this food happily.



(Photo of Jagannath Upper Primary School in Kendrapara District/Block)



(Photo of Mahipal Upper Primary School in Kendrapara District/Block)



(Photo of Lahuriguda Upper Primary School in Koraput District/Block)



(Photo of Pujariput Upper Primary School in KORaput District/Block)

### Availability of toilet facility in the school

The infrastructural facility as the toilet for boys and girls is termed as a separate or common toilet. The percentage ratio of primary and upper primary schools having common toilets to total primary and upper primary schools gives the percentage of schools with common toilets. Theoretically and practically, it must discard, though it is existing in elementary schools. Restricting nature's calls can create an adverse effect on a child's health. The control over nature's calls for younger children is difficult than grown-up children. The frequency of nature's calls in young children is more than that from grown-up children. A child stays for six hours in the school. To meet this need, toilet facilities are needed in each school for students as well as teaching staff. According to UEE and RTE Act, there should be separate and

sufficient toilet facilities for girls too. As per many past research findings, the non-availability of toilet facilities for girls resulted into higher dropouts in schools.

**Table 5.9: Facilities for toilet in the schools**

Sr. no.	Facilities for toilet purpose in the schools	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Open Place	47	57.3	61	27.1	
2.	School Toilet	34	41.5	164	72.9	
3.	Toilet not available for boys	1	1.2	-	-	
Total		82	100.0		225	100.0
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.9 reveals that 47 (57.3%) students are using the open place for toilet purpose, while 34 (41.5%) students are using School Toilet for toilet purpose in sample schools of Kendrapara district. And 1 (1.2%) student is using the open place for toilet purposes due to unavailability of the toilet for boys in sample schools of Kendrapara district. The study reveals that 61 (27.1%) students are using the open place for toilet purposes due to the unavailability of the toilet for boys, while 164 (72.9%) students are using School Toilet for toilet purposes in sample schools of Koraput district.

### **Cleanliness in toilet**

There is the number of laws which relate all aspects of school premises to ensure the health and safety of the children, young people and others including the use of school toilets. Children require the use of toilets regularly during the day to encourage proper health habits. The whole environment of school must be comfortable in order to relax and allow the proper physical and psychological processes to take place. The impact of this facility on students' enrolment, retention, and development is measured and it has a significant effect. Hence, to study the status Conditions of schools' toilets in schools of both selected districts, this variable was considered for the research study. These different response categories about condition schools are shown in the following table:

Table 5.10: Cleanness in schools' toilets

Sr. no	Conditions of schools' toilets	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Not Clean	17	20.7	-	-	
2.	Too Bad	65	79.3	225	100.0	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.10 reveals that in 17 (20.7%) schools' the conditions of toilets are not clean, while in 65 schools (79.3%) the conditions of toilets are too bad in sample schools of Kendrapara district. But in 225 (100%) schools' the conditions of toilets are Too Bad in sample schools of the Koraput district.

#### Water available in the School Toilet

Availability of water facility in school toilets is very important. Because school-going children are so young that they can't carry the water bucket inside the toilet. If water is available inside the toilet, then students can clean themselves. The toilet will be cleaned by students after their use. And also, they will not face infectious diseases. And this is very sensitive regarding their health.

Table 5.11: Water availability in schools' toilets

Sr. no	Water available in schools' toilets	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Sometimes	45	54.9	182	80.9	
2.	Never	16	19.5	43	19.1	
3.	Toilet not available for boys in the school	21	25.6	-	-	
Total		82	100.0	225	100.0	
Grand Total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.11 reveals that in 45 (54.9%) schools sometimes water is available in toilets, while in 16 (19.5%) schools' water is never available in toilets, and in 21 (25.6%) schools' toilet is not available for boys so no water is available in schools' boys' toilet in sample schools of Kendrapara district. But 182 (80.9%) schools sometimes water is available in schools' toilets, while in 43 (19.1%) schools' water is never available in toilets in sample schools of Koraput district.

### Distribution of Textbooks

The students of primary and upper primary classes, who get textbooks free of cost are counted as beneficiaries of textbooks. The data regarding beneficiaries of textbooks in both selected districts have been collected. The weaker section's children are unable to purchase books for their schooling. By this process, all children have been received books on time for free of cost.

The study reveals the data that all the sample schools' students have received all Text Books in their respective schools free of cost.

### Fee collection from students

According to UEE and RTE, all children will get free education up to class VIII in free of cost. So, the school will not collect any kind of fee from the students. If they do at that moment, it is probable.

**Table 5.12: Collection of fees by school from students**

Sr. no	Collection of fees by school	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Yes	69	84.1	217	96.4	
2.	No	13	15.9	8	3.6	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.12 reveals the data that all the sample schools' students have not paid any kind of fee except Goddess Saraswati and Lord Ganesh Puja in schools. This is collected by students to celebrate this puja and SMC and PTA members are also aware of this matter. But just 15.9% and 3.6% of students have not been given fees in selected districts.

### Scholarship distribution

The government has been providing different types of scholarships to the students of SC, ST, OBC, and minority communities. Because they are belonging the weaker section. The government is providing free education to all then also those students are spending money in some of the matters such as textbooks, pens, and other few items. So, the students may manage their kind of expenditure by this scholarship amount. The scholarship amount government will distribute only from the date of joining to the date of leaving the school but the period of the holiday will not include for the scholarship, so only 10 months in a year excluding in the cases where the students enrol late or leave early in the midst of the academic year. As a result of enrolment may increase in schools. And dropout and irregularity may stop in this process.

**Table 5.13: Distribution of scholarship to eligible students**

Sr. no	Distribution of Scholarship	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Yes	50	61.0	186	82.7	
2.	No	32	39.0	39	17.3	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.13 reveals that 50 (61.0%) students responded that they are eligible and getting the scholarship, while 32 (39.0%) students responded they are not getting scholarship in sample schools of the Kendrapara district. But 186(82.7%) students responded that they are getting scholarship, while 39(17.3%) students responded are not getting scholarship in sample schools of the Koraput district.

### Amount of Pre-Metric Scholarship

Government is providing scholarship to day scholars and hosteller students' different amounts. The day scholar students will receive from class I to X. So, the scholarship's rate will be in the following mention figures: -

Class VI to VII Rs.180/- per month for 10 months (For day scholar SC and ST Boys)

Class VI to VII Rs.240/- per month for 10 months (For day scholar SC and ST Girls)

Class VIII Rs.240/- per month for 10 months (For day scholar SC and ST Boys)

Class VIII Rs.300/- per month for 10 months (For day scholar SC and ST Girls)

Class I to VIII Rs.1050/- per month for 10 months (For day scholar minority students)

The students as hostellers will be covered from Class I to Class X. Scholarships will be provided as per the below mention figures: -

Class I to VIII Rs.750/ - per month for 10 months for boys

Class I to VIII Rs.800/- per month for 10 months for girls

**Table 5.14: Amount of scholarship grant**

Sr. no	Figures of Scholarship	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Rs.180 per Ten month (6th and 7th class SC/ST Boys)	13	15.9	23	10.2	
2.	Rs.240 per Ten month (6th and 7th class SC/ST Girls)	15	18.3	38	16.9	
3.	Rs.240 per Ten month (8th class SC/ST Boys)	3	3.7	8	3.6	
4.	Rs.300 per Ten month (8th class SC/ST Girls)	6	7.3	1	.4	
5.	Rs.1050 per Ten month (6th, 7th, 8th class Minority boys/girls)	13	15.9	-	-	
6.	Teacher and parents not Helping due to lengthy process for OBC students	18	22.0	-	-	
7.	Not eligible	14	17.1	-	-	
8.	Rs. 750 per Ten month (6th, 7th and 8th class SC/ST boarder Boys)	-	-	11	4.9	
9.	Rs. 800 per Ten month (6th, 7th and 8th class SC/ST boarder Girls)	-	-	105	46.7	
10.	Teacher and parents not Helping due to lengthy process for OBC students	-	-	31	13.8	
Total		82	100.0	225	8	3.6
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.14 reveals that 13 (15.9%) students are getting scholarship Rs.180 per Ten month (6<sup>th</sup> and 7<sup>th</sup> class SC/ST Boys), 15 (18.3%) students are getting scholarship Rs.240 per Ten months (6<sup>th</sup> and 7<sup>th</sup> class SC/ST Girls), 3 (3.7%) students are getting scholarship Rs.240 per Ten month(8<sup>th</sup> class SC/ST Boys), 6 (7.3%) students are getting scholarship Rs.300 per Ten month(8<sup>th</sup> class SC/ST Girls), 13 (15.9%) students are getting scholarship Rs.1050 per Ten month (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> class Minority boys/girls), If these Minority students are day scholar then also they are getting this much scholarship because few minority girls are enrolling than other category students, 18 (22.0%) students are not getting the scholarship because Teacher and parents are not Helping due to lengthy process for OBC students, 14 (17.1%) students are not getting scholarship because students are not eligible in sample schools of Kendrapara district.

But 23 (10.2%) students are getting scholarship Rs.180 per Ten-month (6<sup>th</sup> and 7<sup>th</sup> class SC/ST Boys), 38 (16.9%) students are getting scholarship Rs.240 per Ten-month (6<sup>th</sup> and 7<sup>th</sup> class SC/ST Girls), 8 (3.6%) students are getting scholarship Rs.240 per Ten-month (8<sup>th</sup> class SC/ST Boys), 1 (.4%) student are getting scholarship Rs.300 per Ten-month (8<sup>th</sup> class SC/ST Girls), 11 (4.9%) students are getting scholarship Rs. 750 per Ten-month (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> class SC/ST boarder Boys), 105 (46.7%) students are getting scholarship Rs. 800 per Ten-month (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> class SC/ST boarder Girls), 31 (13.8%) students are not getting scholarship because Teachers and parents are not Helping due to lengthy process for OBC students in sample schools of Koraput district.

### **Reasons for not getting scholarship**

Behind of this scholarship's guideline so many eligibility criteria are available. Most of parents are uneducated and busy in their family management with the financial crisis condition. So, they don't have ideas and time for their children. School teachers are so much busy in the number of non-education work with their teaching in schools. And students are so young they can't collect all the supportive documents for applying scholarships. Due to these reasons some students are eligible but they couldn't apply and some students are not eligible to avail this scholarship.

Table 5.15: Reasons for not getting scholarship

Sr. no	Figures of Scholarship	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Not Eligible	14	17.1	8	3.6	
2.	Not Applied	10	12.2	-	-	
3.	Teacher and parents not Helping due to lengthy process for OBC students	8	9.8	31	13.8	
4.	The problem for the issue of your Caste and Residence Certificate	6	7.3	4	1.8	
5.	Not applicable because I am getting Scholarship	44	53.7	182	80.9	
Total		82	100.0	225	8	3.6
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.15 reveals that 14 (17.1%) students are Not Eligible on the basis of their family annual income, 10 (12.2%) students do not apply, 8 (9.8%) students are not availing scholarship because Teachers and parents are not Helping due to lengthy process for OBC students, 6 (7.3%) students are Not applicable because they are getting Scholarship, 44 (53.7%) students are Not applicable because they are getting Scholarship in sample schools of Kendrapara district.

But 8 (3.6%) students are Not Eligible on the basis of their family annual income, 31 (13.8%) students are not availing scholarship because Teachers and parents are not Helping due to lengthy process for OBC students, 4 (1.8%) students have not applied because of the problem for the issue of your Caste and Residence Certificate, 182 (80.9%) students are not applicable because they are getting Scholarship in sample schools of Koraput district. In both districts, OBC and other eligible students are not applying.

### Library facility in the school

Library helps children to build up an important habit of reading. Library is a key to get different precious wealth by this the children may gain different knowledge. Then

their mind may develop to think broadly after being inspired by some books. So, school libraries support to: Influence positively on the academic attainment of the students. Then they may achieve better during examination by reading a variety of books. For this purpose, govt should provide verity of books, at least one staff and particular library room can full fill its objective. Many schools have library but library is situated at a corner of the classroom and teacher is in charge of library work with their teaching work.

**Table 5.16: Availability of library's room and books in schools**

Sr. no	Library's room and books	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	All these books are available in our school's office room	82	100.0	149	66.2	
	All these books are available in our school's one small adjusted store room	-	-	76	33.8	
Total		82	100.0	225	100.0	
Grand total						<b>307</b>

Source: Field Data Collected during December 2017-January 2018

Table-5.16 reveals that 82 (100%) students responded that all these books are available in their school's office room of Kendrapara district. But 149(66.2%) students responded that all these books are available in their school's office room while 76(33.8%) students responded that all these books are available in their school's office room of Koraput district.

### **Sports activities**

The children in age group 6-14 years spend lot of time to play many games. Moreover, this is the age to create interest among children to create foundation to learn skills in various extracurricular activities. At this point sport is very important by govt for student's physical fitness and a fresh memory. The provision of

playground facility is very essential not only to improve development of the children but also for the health condition of the child. Therefore, the study strongly recommends to provide separate space to the children to play games in every school. The size of the space should be depending upon the size of the school. By this process student will be participated in verity of extra curriculum activities then they may show their potentiality in number of activities including many talents examination also. Student will be co-operating to all students for their overall developments. Govt wants all school going children should be best in all field besides class education. Maximum of the time in the school day is dedicated to organise activities aimed at constructing meaningful learning in this overall development. The important attention in reaching this goal is students' motivation, which is meticulously related to being convinced about knowledge's validity, and its importance in regard to students' present and/or upcoming lives.

**Table- 5.17: Details of sports activities**

Sr. no	Sports facilities	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Sometimes	82	100.0	76	33.8	
2.	Yes Regularly	-	-	149	66.2	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected During December 2017-January 2018

Table- 5.17 reveals that 82 (100%) students' schools have sports facilities somewhere sometimes in Kendrapara district, while 76 students are answered that sports facilities are available for them in their school and 149 students' have answered that yes regularly sports facilities available in Koraput district.

### **Types of sports organised**

Verity of sports is available in primary and upper primary school for students with the ground, sport's teacher, sports items, etc. But so many schools are running without with ground, sport's teacher, sports items. And many schools are giving sports opportunity to their students by alternative arrangements.

Table 5.18: Types of sports organised in schools

Sr. no.	Sports types	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Football, Volleyball, Long Jump, High Jump	37	45.1	116	51.6	
2.	Hide and seek, Skipping, Race,	45	54.9	109	48.4	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.18 reveals that 37 (45.1%) students are playing Football, Volleyball Long Jump, High Jump, and 45 (54.9%) students are playing Hide and Seek, Skipping, Race, 116 (51.6%) students are playing Football, Volleyball, Long Jump, High Jump, and 109 (48.4%) students are playing Hide and Seek, Skipping, Race in both selected districts.

#### Guidance by physical education teacher

Many contractual sports teachers are not getting salary in right time. Sometimes they are also not guiding to children actively. Many sports teachers are teaching other subjects to students in the absences or vacancy of some teachers. Students are unable to play without Guidance of Physical Education Teacher in elementary school level.

Table 5.19: Guidance by physical education teacher

Sr. no	Role of Physical Education Teacher's guidance	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Yes Regularly	-	-	149	66.2	
2.	Sometimes	82	100.0	76	33.8	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.19 reveals that 80 (100.0%) students are playing sometimes due to not appointment of Physical Teacher in one sample schools and in another sample school there is no appointment for Physical Education Teacher so one math teacher is guiding to students sometimes of Kendrapara district, while 225 (100.0%) students are playing because Physical Teacher is appointed in sample schools of Koraput district. Researcher observed one thing in the field available sports teachers were doing some official works and teaching works also in the respected schools.

### **Facility for computer class in school**

Technology education mainly helps students for becoming better thinker and to do best in their goal, by this education their creative and confident level will be increased and it helps children in their higher education and in life. Education plays most important role in human's life along with in their career development. Maximum sectors are using computer in their work field. Therefore, the *education* system has made *computer education* a component of elementary education level *school's* curriculum. Now-these-days computer is very helpful for students in schools. In this world wide covid-19 pandemic period students are studying online. If children learn from early stage, then they may access very promptly for their study. Schools are facing problems about insufficient teachers. If some schools have computers but no proper facilities to run computer class such as room, electricity facility, computer teachers. A student can clear his/her doubts study related doubts of him/her by the help of computer. Some schools are running without basic requirements even today so for them computer class is a day dream for those children. All computer teachers were teaching in few schools on contract basis with very low salary packages due to this reason they were frequently irregular. Now these days Odisha govt has retired them from their duty as per secondary sources.

Table 5.20: Details about students attend the computer class

Sr. no	Selected schools of Kendrapara block			Selected schools of Koraput block		Total students
	Attend computer class	No. of Students	Percent	No. of Students	Percent	
1.	No	50	61.0	-	-	
2.	No, because computer teacher not available so computer room has locked by headmistress	32	39.0	-	-	
3.	Yes			76	33.8	
4.	No, computer systems, electricity and computer teacher available but software not installed in computers			149	66.2	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.20 reveals that 50 (61.0%) students are not attending the computer class, 32(39.0%) students are not attending the computer class because computer teacher is not available so computer room is locked by headmistress in sample schools of Kendrapara district. 76 (33.8%) students are not attending the computer class, 149 (66.2%) students are not attending the computer class because software is not installed in computers in sample schools of Koraput district.



(Photo of Mahipal Upper Primary School in Kendraparadistrict/Block.)

**Problems faced by students in School**

From many years government schools have been facing various problems in India. So many government schemes and programmes have lunched to eradicate all those problems but all in vain. Hence absenteeism, dropout, child illiteracy is not stopped yet in India.

**Table 5.21: Problems of students in schools**

Sr. no	Problems of students	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	The teacher is becoming irritated on me	7	8.5			
2.	I am doing non-education works	2	2.4			
3.	No playing ground in our school	31	37.8	2	9	
4.	No boundary, no ground, no dustbin for throw wastage, no filter for water purifying	40	48.8			
5.	Lack of purify water, dustbin, dining hall, security staff in girl's hostel and too bad toilet and bathroom	2	2.4	223	99.1	
	Total	82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.21 reveals that 7 (8.5%) students are facing problems like Teacher is becoming irritate them, 2 (2.4%) students are facing problems like students are doing non-education works, 31 (37.8%) students are facing problems like No playing ground in there school, 40 (48.8%) students are facing problems like No boundary, no ground, no dustbin for throwing wastage, no filter for water purifying in their school, 2 (2.4%) students are facing problems like Lack of purify water, dustbin, dining hall, security staff in girl's hostel and too bad toilet and bathroom in their

school, all these description problems in sample schools of Kendrapara district. 32(39.0%) students are not attend the computer class because computer teacher is not available so computer room has locked by head mistress in sample schools of Kendrapara district. 76 (33.8%) students are not attending the computer class, 149(66.2%) students are not attending the computer class because computer systems, electricity and computer teacher available but software is not installed in computers in sample schools of Koraput district.

### Difficult subjects for students

Many students are facing difficulty in many subjects due to lack of knowledge in pre-primary schooling. In course of time their difficulty is becoming more prominent in next classes. Government schools' students are weak in many subjects like Math, Science, English, Geography etc. Students' fundamental stage is not clear in above mention subjects. So, students are also taking less interest in these subjects. History is considered as a boring subject among the students. Many students are facing difficulty in all subjects.

**Table 5.22: Difficult subjects for students**

Sr. no	Difficult subjects	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Mathematics	7	8.5	45	20.0	
2.	Science	7	8.5	25	11.1	
3.	English	20	24.4	13	5.8	
4.	History	1	1.2	24	10.7	
5.	Language	3	3.7	-	-	
6.	Geography	-	-	1	.4	
7.	All Subject	33	40.2	42	18.7	
8.	No difficulty so I am enjoying all subjects	1	1.2	11	4.9	
9.	Math, Science and English	2	2.4	37	16.4	
10.	Hindi and Sanskrit	2	2.4	15	6.7	
11.	Hindi	2	2.4	8	3.6	
12.	Sanskrit	2	2.4	-	-	
13.	English and History	2	2.4	4	1.8	
	Total	82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.22 reveals that 7 (8.5%) students are facing difficulty in Mathematics, 7 (8.5%) students are facing the same in Science, 20 (24.4%) students in English, 1 (1.2%) students in History, 3 (3.7%) students in Language, when 33 (40.2%) students are facing difficulty in All Subject while just 1 (1.2%) students have no difficulty and this is such serious issue in the implementation of RTE, 1 (1.2%) students is facing No difficulty so s/he is enjoying all subjects, 2 (2.4%) students in Math, Science and English subjects, 2 (2.4%) students in Hindi and Sanskrit subjects, 2 (2.4%) students in Hindi subject, 2 (2.4%) students in Hindi and Sanskrit subjects, 2 (2.4%) students in Sanskrit subject, 2 (2.4%) students in English and History subjects.

The study reveals that 45 (20.0%) students are facing difficulty in Mathematics, 11 (11.1%) students are facing difficulty in Science, 13 (5.8%) students are facing English, 24 (10.7%) students are facing difficulty in History, 3 (3.7%) students are facing difficulty in Geography, 1 (.4%) students are facing difficulty in All Subject, 42 (18.7%) students are facing No difficulty so they are enjoying all subjects, 37 (16.4%) students are facing difficulty in Math, Science and English, 15 (6.7%) students are facing difficulty in Hindi and Sanskrit, 8 (3.6%) students are facing difficulty in Hindi, 2 (2.4%) students are facing the same Hindi and Sanskrit, 2 (2.4%) students are facing problems in Sanskrit, 4 (1.8%) students are facing difficulty in English and History subjects.

But the matter of surprise is not average number of students of all sample schools are facing difficulty in all subjects. But most of students are facing difficulty in various subjects in the comparison of Kendrapara sample schools.

### **Reasons of difficulty**

In elementary education level so many students have been facing difficulty in many subjects or all subjects due to so many reasons such as insufficient teachers, teachers are engaging in different non educational work, single class room, weak in previous class, students are shame feel to ask in front of other students, students are not reading at their home, non-availability of subject teacher and in many schools', teachers just want to complete syllabus before the exam. Another matter of the top

on other reason is that is syllabus is not completed before annual exam in so many governments school.

**Table 5.23: Reasons of difficulty in subject/s**

Sr . no	Difficult subjects	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	I am not coming regularly	5	6.1	2	.9	
2.	Classes not held regular	15	18.3	128	56.9	
3.	Teacher not teaching well	1	1.2	1	.4	
4.	Teachers are not sufficient, so one teacher is compelled to teach many subjects	19	23.2	6	2.7	
5.	Teaching language is different from our mother tongue	19	23.2	23	10.2	
6.	Weak in pre schooling period	20	24.4	52	23.1	
7.	I am enjoying all subjects	3	3.7	13	5.8	
8.	Total	82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.23 reveals that 5 (6.1%) students are facing difficulty in school subjects because they are not coming regularly, 15 (18.3%) students are facing difficulty in

school subjects because Classes is not held regularly, 1 (1.2%) students are facing difficulty in school subjects because teacher is not teaching well, 19 (23.2%) students are facing difficulty in school subjects because Teachers are not sufficient, so one teacher is compelled to teach many subjects, 19 (23.2%) students are facing difficulty in school subjects because teaching language is different from their mother tongue 20 (24.4%) students are facing difficulty in school subjects because of Weak pre schooling period, 3 (3.7%) students are not facing difficulty in school subjects because they are enjoying all subjects, This is the description of sample schools of Kendrapara district on the about reasons for becoming difficult.

But the sample schools of Koraput district 2 (.9%) students are facing difficulty in school subjects because they are not coming regularly, 128(56.9%) students are facing difficulty in school subjects because classes are not held regularly and they are not coming regularly, 1(.4%) students are facing difficulty in school subjects because teacher not teaching well, 6 (2.7%) students are facing difficulty in school subjects because Teachers are not sufficient, so one teacher is compelled to teach many subjects, 23 (10.2%) students are facing difficulty in school subjects because Teaching language is different from their mother tongue, 52 (23.1%) students are facing difficulty in school subjects because of Weak in pre schooling period, 13 (5.8%) students are not facing difficulty in school subjects because they are enjoying all subjects,

But surprisingly average numbers of 128 (56.9%) students of all sample schools of koraput district are facing difficulty in all subjects due to weak pre schooling period. But a matter of surprise is that a least number of 20 (24.4%) students of all sample schools of koraput district are facing difficulty in all subjects because the classes are not held regularly.

### **Reasons for punishment**

In India, according to RTE norms, schools are any kind of punishment free zone. But practically these norms are not working in elementary education. All students should be comfortable inside the schools.

Table 5.24: Reasons of getting punishment

Sr. no	Reasons for getting punishment	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	When I am becoming irregular	21	25.6	21	9.3	
2.	When I am not attentive	13	15.9	140	62.2	
3.	I could not understand teaching	4	4.9	6	2.7	
4.	When I disturb in class	38	46.3	30	13.3	
5.	For misbehaving with friends	6	7.3	-	-	
6.	If not doing non education work in school	-	-	1	.4	
	If any other reason specifies	-	-	2	.9	
	I don't get punishment	-	-	9	4.0	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.24 reveals that teachers punish an average number of 140 (62.2%) students when they become less attentive in their class room of sample schools of Koraput district. Teachers punish an average number of 38 (46.3%) students when they disturb in class in their class room of sample schools of Kendrapara district. By this data clear picture is coming about the punishment in sample schools.

### Types of punishment

Even today teachers are punishing the students for their mistakes in schools like physical, psychological punishment. As a result of so many parents are complaining

to authorities and police, . But practically in elementary schools the norm of RTE is not working. All students should be comfortable inside the schools.

**Table 5.25: Types of punishment**

Sr. no	Types of punishment	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Beating	8	9.8	-	-	
2.	Scolding	63	76.8	215	95.6	
3.	informing to my parents for guide	11	13.4	1	.4	
4.	Not applicable because I don't get punishment	-	-	9	4.0	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.25 reveals that teachers are scolding an average number of 215 (95.6%) students in sample schools of Koraput district and 63(76.8%) in sample schools of Kendrapara district. Minimum numbers of teachers are informing the parents for guiding students are 215 (95.6%) in sample schools of Koraput district.

#### **Non-education work by students in school**

Students are engaging in different types of non-education work by teachers' order like MDM, kitchen gardening, food serve to students cooking staff, room cleaning work, Sir/Madam send students to outside from school for print, school teacher's home for collecting any paper, marketing like grocery and vegetables item purchase, wood bringing for MDM from woody miles. Legally these are not allowed. But in maximum government schools' teachers are not following this guide line. Many times, students are injured at the because of their timing of engagement in non-education work.

Table 5.26: Non-education work by students in school

Sr. no	Kinds of Non-education works	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	MDM Work like, food serve to students cooking staff,	3	3.7	19	8.4	
2.	Kitchen gardening work	10	12.2	120	53.3	
3.	Room cleaning work	50	61.0	72	32.0	
4.	Sir/Madam send me to outside from school for print, school teacher's home for collect any paper	19	23.2	12	5.3	
	Marketing like grocery and vegetables item purchase, wood bringing for MDM from woody miles	-	-	2	.9	
	Total	82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.26 reveals that average numbers of students 50(61.0%) are engaged in room cleaning work in sample schools of Kendrapara district. While the average numbers of students 120 (53.3%) are engaged in Kitchen gardening work in sample schools of Koraput district. Students have been engaged in different types of non-education work by teachers' order like MDM, kitchen gardening, food serve to students cooking staff, room cleaning, Sir/Madam send students outside from school for print, school teacher's home for collect any paper, marketing like grocery and vegetables item purchase, wood bringing for MDM from woody miles.



### Availability of time for study at home

Most of students belong to poor family in government elementary school level. Parents are either uneducated or less educated with family tensions. Maximum parents are forcing to their children for domestic work such as sibling care, support in family business, cultivation work, etc. Maximum children are helping their parents in different kinds of/ then they go to work, their school, then children become tired so they don't get sufficient time for study purpose at home.

**Table 5.27: Availability of enough time for students to study at home**

Sr. no.	Availability of free time to study at home	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Yes regularly	3	3.7	9	4.0	
2.	Sometimes	62	75.6	169	75.1	
3.	Never	17	20.7	47	20.9	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.27 reveals that average numbers of students 62 (75.6%) students are getting time for studying at home in sample schools of Kendrapara district, when just 169 (75.1%) students are getting time for studying at home sometimes in sample schools of Koraput district. While least numbers of 17 (20.7%) students are never getting

time for studying at home in sample schools of Kendrapara district, when just 47 (20.9%) students are never getting time for studying at home in sample schools of Koraput district. But only very least numbers of students 3 (3.7%) are getting time for studying at home regularly in sample schools of Kendrapara district, when just 9 (4.0%) students are never getting time for studying at home regularly in sample schools of Koraput district.

### Teaching/guidance to study at home

Most of parents belong to poor family with illiteracy or less education. So, they are unable teach to their children or help them in home work. And some of students are depending on their tuition teacher. Very few parents are helping their children at home book. But parents have very important role for developing children's education. At this age children are very soft minded they need love affection in everything including education field. The behaviour of some parents towards their children is very rough and that affects the tender hearts of the children.

**Table 5.28: Those teaching/guiding for studying at home**

Sr. no	Teaching/guidance at home for study	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Father	-	-	2	.9	
2.	Mother	2	2.4	54	24.0	
3.	Tutorial Sir	27	32.9	12	5.3	
4.	Nobody	33	40.2	156	69.3	
5.	School teachers teaching on payment base	20	24.4	1	.4	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.28 reveals that nobody is helping an average number of 156 (69.3%) students at home for home work in sample schools of Koraput district, and nobody is helping an average number of 33 (40.2%) students at home for home work in sample schools of Kendrapara district. When mother is teaching to a least number of 2 (.9%)

students at home for home work in sample schools of Koraput district, and mother is teaching to least numbers of 2 (2.4%) students at home for home work in sample schools of Kendrapara district.

But some school teachers are teaching on payment base to a least number of 1 (.4%) student at home for home work in sample schools of Koraput district, and mother is teaching to least numbers of 2 (.9%) students at home for home work in sample schools of Kendrapara district.

### Reasons for no study at home

Everyone needs a well life as human being. But many people are uneducated or very low-level of education and very poor in financially so they are unable to think the wide scope of education. Due to many problems parents are forcing to their children to do domestic work, for earning money, Lack of lady teacher at school, you are a girl, Insufficient job opportunity after study, Heavy dowry, Lack of security while going to school or at school, For local rowdy boys, Any other.

**Table 5.29: Reasons for no study at home**

Sr. no.	Reasons for forcing for not study	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	To do domestic work	-	-	1	4	
2.	For earning money	3	3.7	3	1.3	
3.	I am a girl	1	1.2	2	.9	
4.	Insufficient job opportunity after study	1	1.2	2	.9	
5.	Heavy dowry	1	1.2	1	.4	
6.	Not applicable because my family is encouraging for my study	76	92.7	213	94.7	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.29 reveals that average numbers of 213 (94.7%) students responded their family is encouraging their study in all sample schools of Koraput district and average numbers of 76 (92.7%) students responded their family is encouraging their study in all sample schools of Kendrapara district. According to this table some students responded that their family is forcing them for not studying at home as well as school in all sample schools of both districts.

### SMC members motivating students

According to RTE SMCs have an important role in the implementation of RTE in elementary education. The government is providing free education to all children up to class VIII without any fee. Public, parents, PTA, village people, educationists, health workers, students, councillors, and school teachers are members of these SMCs of all elementary education levels. According to secondary sources, more than fifty percent of SMC are not full filling the objective of SMCs. Many schools have not framed these SMCs in schools due to many issues.

**Table 5.30: Motivation by SMC members to students to come to school regularly**

Sr. no	Responsibility of SMC	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Never	50	61.0	76	33.8	
2.	Sometimes	32	39.0	149	66.2	
	Total	82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.30 reveals that average numbers of 149 (66.2%) students responded SMC members motivate students to come to school regularly sometimes in sample schools of Koraput district while the least numbers of 50 (61.0%) students responded that SMC members never motivated students to come to school regularly in sample schools of Kendrapara district and 76 (33.8%) responded never regarded this matter in sample schools of Koraput district.

**Disturbances created by SMC Members**

Maximum SMCs are creating a variety of disturbances in schools. All the schools' funds can be drawn by a mutual signature of the Head Master and chairman of SMC. For this signature, those chairmen are demanding a percentage from that amount. But school headmasters are not interested to give any percentage or complete amount handover to the chairman for doing many works SMC s related in the schools. Because SMC bodies are private persons so they don't have a headache returning the school's fund after not working or misusing the withdrawal amount. Many headteachers are returning that amount to govt help.

**Table 5.31: Disturbances created by SMC members in school running period**

Sr. No.	Verity of disturbances created by SMC	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Yes regularly	50	61.0	-	-	
2.	Sometimes	32	39.0	225	100.0	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.31 reveals that the total number of 225 (100%) students is, responded about the varieties of disturbances created by SMC members during the school running period in sample schools of Koraput district. For instance, in one sample school of Kendrapara district 32 (39.0%), students responded variety of disturbances created by SMC members in the school running period. While 50 (61.0%) students responded variety of disturbances created by SMC members in the school running period in the sample school (Jagannath Upper School) of Kendrapara district. And during the fieldwork, this school was running without SMC. In past, this school was facing severe problems by SMC members. Old SMC's validity had expired then again, those members were demanded to become a member in new SMC but legally it is not allowed. So, sanding headteachers are forbidden to them. So, the headteacher of this school was unable to withdraw any amount from school funds including the MDM amount also.

**Attended Anganwadi Kendra Earlier**

Here the children belonging to the age group of 3-6 years join and avail early childhood education. The curriculum covers the children of the latter group of age. It covers all subjects which are being taught at the private pre-primary schools, i.e., alphabets, numbers, stories, etc. Anganwadi Kendra teaches to students as per prepare module then as per those module students will enjoy their education in every day, it will help to them for their next education.

**Table 5.32: Students who attended Anganwadi Kendra before their enrolment in primary school**

Sr. no	Attended Anganwadi before their primary school	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	Yes regularly	4	4.9	11	4.9	
2.	Sometimes	64	78.0	149	66.2	
3.	Never	14	17.1	65	28.9	
Total		82	100.0	225	100.0	
Grand total						307

Source: Field Data Collected during December 2017-January 2018

Table- 5.32 reveals that average numbers of 149(66.2%) students of sample school of Koraput district responded they have sometimes attended the Early Childhood Education/Angwanwadi Kendra before their enrolment in primary school while least numbers of students 4(4.9%) of sample school of Kendrapara district responded they have attended regularly the Early Childhood Education/Angwanwadi Kendra before their enrolment in primary school. But the least number of students 14(17.1%) of sample schools of Kendrapara district responded they have never attended the Early Childhood Education/Angwanwadi Kendra before their enrolment in primary school in sample school of Koraput district.

**Role of Anganwadi in Early Childhood Education**

The government has been providing pre-primary education by early child education/Anganwadi centre in India. Every parent can't send their children to playschool. In this education centre no restriction for the children of upper-class families. But only poor and middle-class children enrol in this early childhood

education/Anganwadi centre. The help of Early Childhood Education/Anganwadi are described, namely; - It can help to identify the letter, it helps to a child for learning f letter identify, it prepares to a child for the schooling of Lower Primary, A child get the chances for playing with same ages friend, teaching well in Anganwadi and also easy to understand for a child, Oatmeal, egg, and meals are provided to children, Child's education starts from Anganwadi. Children are enjoying education and Anganwadi is the best Institute for child development. Children are enjoying lots of with education. These are described in the following table:

Table- 5.33: Role of Anganwadi Kendra

Sr. no	Attend the Early Childhood Education/Anganwadi before their school	Selected schools of Kendrapara block		Selected schools of Koraput block		Total students
		No. of Students	Percent	No. of Students	Percent	
1.	It can help to identify the letter	14	17.1	46	20.4	
2.	It helps to child for learning full letter identify, Book reading, number counting	2	2.4	5	2.2	
3.	It prepares the child for schooling at Lower Primary level	2	2.4	10	4.4	
4.	A child gets the chances for playing with same aged friend	2	2.4	1	.4	
5.	Teaching well in Anganwadi and also easy to understand for a child	25	30.5	68	30.2	
6.	Oatmeal, egg and meals are providing to children	28	34.1	62	27.6	
7.	Child's education starts from Anganwadi. Children are enjoying with education	5	6.1	-	-	
8.	Anganwadi is the best Institute for child development. Children are enjoying a lot of with education	4	4.9	22	9.8	
9.	I don't know	-	-	11	4.9	
Total		82	100.0	Total	225	100.0
Grand total						307

Source: Field Data Collected during December 2017-January 2018

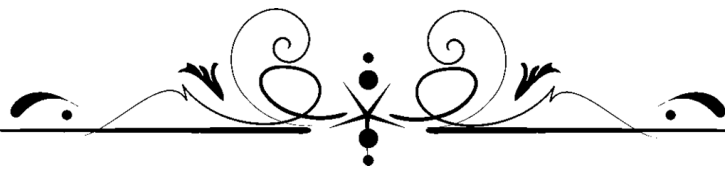
Table- 5.33 reveals that average numbers of 68(30.2%) students of sample school of Koraput district responded How Early Childhood Education/Anganwadi helped for schooling Teaching well in Anganwadi and also easy to understand for a child and 28(34.1%) students of sample school of Kendrapara district responded How Early Childhood Education/Anganwadi helped for schooling Oatmeal, egg and meals are provided to children. When the least numbers of students 1(.4%) of sample school of Koraput district responded How Early Childhood Education/Anganwadi helped for schooling A child get the chances to play with same-age boys. By this data, information is indicating students have knowledge that the Early Childhood Education/Anganwadi helping to children for schooling means elementary education.

#### **6.4. Concluding Observation**

Odisha Primary Education Programme Authority has been trying the development of elementary education and the implementation of the RTE Act 2009 in Odisha. The aim is that all the children can get education free of cost up to class VIII.

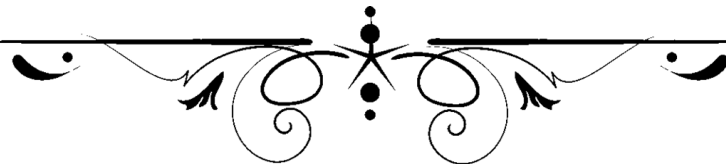
This chapter shows that children belonging to different castes and religions are studying in the selected schools. And all teachers are teaching the students in Odia language in their classroom. Then this chapter has discussed the various aspects which are giving clarity on the status of implementation of RTE in selected schools such as schools is situated within 3 K.M from the residence of many students but many students are coming from far in two selected schools of Koraput district. Lahuriguda Upper primary school has hostel for both students But Pujariput Upper Primary school has hostel only for girl students so those girl students who come from distance place are staying inside the hostel as per (Table-5.7). Government has tried to provide many facilities as per RTE provisions for the implementation of RTE in these selected schools of Odisha but the quality is not satisfactory in many facilities such as Jagannath Upper Primary school has not provided uniform to students due to not formation of valid SMC, other schools have distributed uniform, very Low Standard MDM is serving to students, separate toilet facility for both boys and girls in school is not available; cleanliness in toilet is matter of worry, Govt is providing textbooks, school can't collect any kind of fee from students but only Saraswathi and Ganesh Puja purpose fee was collected from students, students are getting pre-metric scholarship, some of students are not getting due to many reasons, separate library

room is not available in all schools as per (Table- 5.16) but students are getting those books from respective teacher who has in charge, different sports activities are performing but permanent sport teachers are not available, verity problems are faced by student, students are facing subjects difficulty due to some reasons as per (Table- 5.23), punishment has banned but teachers are showing their strictness to students for disturbance in the class rooms as per (Table-5.24), some students are helping teachers in non-educational work in school as per (Table- 5.26), students are helping to their parents in their domestic work so they don't have sufficient time for Study at home, few family is teaching/guidance in study at home as per (Table- 5.29), SMC members are motivating students, but sometimes disturbance is created by SMC members as in Jagannath upper primary school (Table-5.31), And Anganwadi has a great role to help the children in their pre-schooling activities. In course of time, those students have connected with main stream education.



*Chapter- VI*

*RTE' and Quality of  
Elementary Education*



## CHAPTER- VI

### ‘RTE’ AND QUALITY OF ELEMENTARY EDUCATION

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#### 6.1 Introduction

Elementary education does not mean just the enrolment of children in schools. Quality of education imparted to children is very important, because it determines whether overall development of their personality would happen in intellectual, physical and moral terms; whether they would have a good career, would achieve occupational and social mobility and be able to contribute to national development in their life. The provision of quality elementary education is one of the important objectives of the RTE Act 2009 as the quality of education imparted to children, particularly in government schools, has been a major problem since decades. Several measures have been taken by the government to improve the quality of elementary education, especially after the adaptation of the RTE Act in the country, including the state of Odisha. Keeping this in view, the chapter discusses whether the currently existing elementary education in Odisha fulfils the quality requirements given under the RTE Act or not. This is done by examining the main quality indicators of elementary education in selected sample schools of Odisha. The major indicators of quality of elementary education examined, here, are teacher-related (like teacher-student ratio in school, qualification of teachers, vacant post), infrastructure-related (school building, classrooms, drinking water, toilet, playground availability), teaching- learning-related (like trends of enrolment and attendance percentages, mode of examination and evaluation, teaching aids), and school management related (like the functioning of SMC, PTA, etc) facts (Act R.T.E: 2009 and Government of Odisha:2010).

#### 6.2 Quality Situation Related to Teachers

All sample schools are running with the vacancy of teachers in study areas. Female teachers are insufficient, and the appointment of teachers is irregular, adjustment teachers, and deputation teachers. Some of the teachers are not even graduated so they can't teach accurately due to the lack of training in elementary education. There

are no head teachers available in a one-sample school (Mahipal Upper Primary School) of Kendarpara block. Moreover, in the above-mentioned school's classroom teacher to student ratio is little. There is a thoughtful lack of good teachers in all sample schools of both study areas.

**Details about teachers**

RTE has set so many provisions under it for the development of elementary education in India. The number of necessary information coming under teachers' details like teacher's eligibility criteria, sex, type of teacher, specialized subject, teaching subject, teaching experience, monthly gross salary, etc. All details regarding teachers working in the four selected schools are shown in Table- 6.1.

Table 6.1: Details about teachers in the selected schools

Sr. no	Sex	Teacher Type	Qualification	Trained/ Untrained	Specialized subject	Teaching subject	Teaching experience	Monthly gross Salary
<b>Selected Schools of Kendrapara District</b>								
<b>1. Jagannath Upper Primary School</b>								
1.	M	Regular	B. A	Trained	Language	Language, English	Above 15yr	67000/-
2.	M	Regular	HSC	Trained	Math	Math, Science	Above 15yrs	56000/-
3.	M	Regular	Inter	Trained	Language	Language, History, Geography	Above 15yr	53000/-
4.	M	Contractual	B. A	Trained	Math	Math, Science	5-10yrs	9200/-
5.	F	Contractual	Inter	Trained	Language	Language, Math, Social Science	5-10yrs	7000/-
6.	M	Contractual	M.A.	Trained	No Specialized	Adjust Subject	1-5yrs	4900/-
7.	M	Contractual	B.A.	Trained	No Specialized	Adjust Subject	1-5yrs	4900/-
<b>2. Mahipal Upper Primary School</b>								
1.	F	Regular	B. A	Trained	Language	All subjects	Above 15yr	53000/-
2.	F	Regular	Inter	Trained	Language	All subjects	Above 15yr	52,450/-
3.	F	Regular	B. A	Trained	Math	All subjects	10-15yrs	25000/-
4.	F	Regular	M. A	Trained	Math	All subjects	10-15yrs	25000/-
5.	F	Contractual	B. A	Trained	English	All subjects	5-10yrs	9,200/-
6.	M	Contractual	HSC with Sports	Trained	Sports	Physical Education Training	1-5yrs	5,200/-
7.	F	Contractual	HSC with Sports	Trained	Sports	Physical Education Training	1-5yrs	5,200/-

Sr. no	Sex	Teacher Type	Qualification	Trained/ Untrained	Specialized subject	Teaching subject	Teaching experience	Monthly gross Salary
<b>Selected Schools of Koraput District</b>								
<b>3. Lahuriguda Upper Primary School</b>								
1.	F	Regular	Inter	Trained	-	-	Above 15yr	53000/-
2.	F	Regular	B. A	Trained	Math	Language, Math	Above 15yr	52,450/-
3.	F	Contractual	M. A	Trained	Language	English, History, Geography	1-5yrs	9200/-
4.	F	Contractual	B. A	Trained	Math	Math, Science	5-10yrs	9200/-
5.	F	Regular	B. A	Trained	Language	English	Above 15yr	52,450/-
6.	F	Contractual	Inter	Trained	Language	Math	5-10yrs	9200/-
7.	F	Regular	Inter	Trained	-	English	Above 15yr	52,450/-
8.	M	Regular	Inter	Trained	-	English	Above 15yr	52,450/-
<b>Selected Schools of Koraput block</b>								
<b>4. Pujariput Upper Primary School</b>								
1.	F	Regular	B. A	Trained	Geography	Geography	Above 15yr	50000/-
2.	F	Regular	B. A	Trained	Language	All subjects	Above 15yr	50000/-
3.	F	Regular	HSC	Trained	Language	All subjects	Above 15yr	50000/-
4.	F	Regular	HSC	Trained	History	All subjects	Above 15yr	50000/-
5.	M	Regular	M. Sc	Trained	Math	Math, Science	-	-
6.	F	Regular	HSC	Trained	-	-	-	-
7.	F	Regular	Inter	Trained	-	-	-	-
8.	F	Regular	B. A	Trained	-	-	-	-
9.	F	Contractual	B. A	Trained	-	-	-	-

Source: Field Data Collected during December 2017-January 2018

Table- 6.1 reveals that in Jagannath Upper Primary School three teachers are regular, qualification HSC to M.A., four teachers are contractual, two teachers are adjusting Subject among contractual teachers, all teachers are trained teacher, some of the teachers are teaching different subjects but in that subject, they are not specialized and teachers are experienced more than 5 years to 15 years, actually teachers are not available on the basis of the subject in sample school Jagannath Upper Primary School and four teachers are regular, all the teachers' qualification is HSC to M.A., three teachers are contractual, all teachers are trained, teacher, some of the teachers are teaching different subjects but in that subject, they are not specialized and teachers experience more than 5 years to 15 years above, actually teachers are not available on the basis of the subject in Mahipal Upper Primary School of Kendrapara district.

But five teachers are regular, all the teachers' qualification HSC to M.A., three teachers, are contractual, all teachers are trained teachers, some of the teachers are teaching different subjects, but in that subject, they are not specialized and teachers experience more than 5 years to 15 years above, actually teachers are not available on the basis of the subject in sample school Lahuriguda Upper Primary School and eight teachers are regular, all the teachers' qualification HSC to M.A., one teacher is contractual, all teachers are trained, teacher, some of the teachers are teaching different subjects but that subject is not their specialized subject, and teachers experience more than 5 years to 15 years above, actually teachers are not available on the basis of the subject in these two selected schools Pujariput Upper Primary School of Koraput district.

Average numbers of regular teachers have in Pujariput Upper Primary School and least number of the contractual teacher in this same school also (Table– 6.1).

Many teachers are just high school pass out but they are teaching in upper primary schools. Some of the teachers have completed their higher education in distance mode and those teachers are teaching to upper primary school students.

### **Vacancy of teachers**

RTE has mentioned that the teacher should be available on the basis of the subject in all schools. But it has failed at the grassroots level to provide teachers on the basis of

the subject. Because a math teacher can't teach history, Sanskrit, language likes these subject experts.

**Table 6.2: Details of the vacancy of the teachers (with subject name) in selected schools**

Selected schools of Kendrapara District			Selected schools of Koraput District		
S. No	Vacancy Post and the Subject	No of Schools	Vacancy of teacher with the subject names	No of Schools	Total Schools
1.	Hindi subject, Sanskrit	1	No vacancy of teachers	2	
2.	Science, Hindi, Sanskrit, Music	1	-	-	
3.					
Total		2	Total	2	
Grand total					4

Source: Field Data Collected during December 2017-January 2018

Table- 6.2 reveals that there is a vacancy in Hindi, Sanskrit subject in sample school and there is a vacancy in a science subject, Hindi subject, Sanskrit subject, Music subject in sample school Jagannath Upper Primary School of Kendrapara district. When there is no vacancy of the teacher in all sample schools of Koraput district.

### 6.3 Quality related to Infrastructure in Schools

Infrastructure is a big problem and all sample schools of the study areas are facing this big problem severely. It covers a whole lot of things like a classroom, kitchen room, dining hall, conference/seminar hall, girl's common room, proper road, boundary, playground, electricity, storeroom, office room, library room, science laboratory, room for extra curriculum, quarters for teachers inside the school campus, fans, lights, and other equipment in a classroom, etc.

#### Rooms available in schools

The room should be available according to the school's requirements in all the schools. But practically maximum schools have been facing single classrooms problem means more than two classes are running in a single classroom. Even many

schools do not have classrooms those schools are running in open places, temples, and rented rooms that condition is more pathetic for implementing RTE.

**Table 6.3: Details of total available rooms in the school building**

		Schools from Kendrapara District				Schools from Koraput District			
		Jagannath Upper Primary School		Mahipal Upper Primary School		Lahuriguda Upper Primary School		Pujariput Upper Primary School	
		1.		2.		3.		4.	
Sl. No.	Use of room	Total no. room	Quality of rooms	Total no. room	Quality of rooms	Total no. room	Quality of rooms	Total no. room	Quality of rooms
1.	Class room	06	4- Good Condition 2- Too old Condition	6	Good	7	Good	09	Good
2.	Separate common room for girls	No		No		No		No	
3.	Student's common room for boys	No		No		No		No	
4.	Head Master/Mistress Cum-School office room	01	Good Condition	1	Good	01	Good	01	Good
5.	Staff room	No		No		No		No	
6.	Lady teachers common room separate	No		No		No		No	
7.	Library room	No		1	Good	No		01	Good
8.	Science room	No		No		No		No	
9.	Music and Art room	No		No		No		No	
10.	Storeroom	01	Good Condition	1	Good	No		No	
11.	Kitchen room	01	Good Condition	No		No		01	Poor
12.	Science laboratory	No		No		No		No	
13.	Total Number of rooms	09		8		08		12	

Source: Field Data Collected during December 2017-January 2018

Table-6.3 reveals that the average number of rooms is (twelve) in Pujariput Upper Primary School while there are just eight rooms in the Koraput district. And rooms nine rooms are there in Jagannath Upper Primary School, just eight rooms are there in the Kendrapara district. All available rooms are insufficient for operating becoming a separate class in all sample schools of both selected districts.

Another problem is that there is no separate common room for girls, Student's common room for boys, staff room, lady teachers common room separate, library room are not in Jagannath Upper Primary and Lahuriguda Upper Primary School, Science room, Music and Art room, Kitchen room is not there in Mahipal Upper Primary and Lahuriguda Upper Primary School, Science there is one laboratory in all sample schools. The average numbers of proposed rooms are not in good condition.

### **Hostel availability for students**

Maximum students studying in government school are from SC and ST communities including backward community students. Some schools are situated in distance area from the students so they need accommodation in the school campus. Some of the residential schools have been established by the government for particularly vulnerable SC and ST students just like Ashram Schools is 766 up to the Elementary level, Sevashrams is 505 up to Primary level, Educational Complexes is 19 for providing education. Availability of hostel facilities is the main aim to increase the enrolment rate of backward communities' students in schools.

It should be available for ST & SC communities' students, but some schools have hostels only for girls. Some factors are responsible for providing hostel to both categories mean boys and hostel. Many girl children are taking admission in elementary education level from the remote tribal location. Their journey is not safe in their locality, so most of the parents are left to their girl child at the school hostel.

The study shows that hostel facility is available for both in one sample school Lahuriguda Upper Primary School while the hostel is available for only girls in another sample school Pujariput Upper Primary School of Koraput district only. But the hostel facility is not available in all sample schools of Kendrapara district because

all enrolment students' homes not have too much distance as per the guideline of RTE means distance within 3 K.M. from enrolled schools.

### **Condition of hostel building in schools**

According to RTE, the school should be a safe zone for children. And any risk and the broken room should not be available in the school campus. Many school teachers and authorities are not serious about their duty reading this matter. So many hostel building conditions are so poor.

This study explored those conditions of hostel building are so poor in one sample school Lahuriguda Upper Primary School, but conditions of hostel building conditions are good in another sample school Pujariput Upper Primary School of Koraput district. The hostel is not available in all other sample schools of Kendrapara.



### **Availability of kitchen and dining hall**

The study points that the quality of the food served in mid-day meal program is not up to the mark but preparing purpose one cooking place is mandatory in all schools then hygienic and, healthy food can serve to children. Yes, a kitchen room with all accessories is required for it.

The study reveals the Details of the MDM kitchen room is available, but there is no dining hall, so students are taking MDM in the school's veranda in one sample school Jagannatha Upper Primary school, and Details of MDM cooking place is Kitchen room and dining hall not available. Therefore, MDM is preparing in an open and unhygienic place in sample school Mahipal Upper Primary school.

Permanent kitchen room and dining hall for MDM are not available, so students are taking MDM in school's veranda in one sample school Lahuriguda Upper Primary school and Details of MDM cooking place is Kitchen Room available, but no dining hall so students taking MDM in school's veranda in sample school Pujariput Upper Primary School.

### **Quality of school building**

When it comes to 'school building' and infrastructure the situation is unbearable. The aim is numerous primary and upper primary schools across the country do not have buildings. By RTE act Infrastructure is very important for providing education to children in all schools. Infrastructure should be available by school's requirement, and it should be safe. Another important aspect is that some of the schools are running in damaged and risky buildings or low-quality buildings. This phenomenon is adversely affected by the safety of the children. At this juncture, RTE has recommended that schools operating in damaged low-quality buildings should be shifted to quality buildings immediately to improve the safety of the children. This measure will significantly help to improve the quality of the building at the grassroots level.

The study shows that all the sample schools are running in well and some old condition building and some of the classes running in old & dilapidated building due to lack of requirement.

**Compound Wall/Boundary:** Schools don't have the proper compound walls and school gates. Therefore, it does not have safety for children. Moreover, all selected schools are situated on the roadside. Both sample schools of Kendrapara district don't have compound walls. Mahipal Upper Primary School is situated on the roadside of the main city of Kendrapara district. The geographical location of this school is very risky for children but it has no boundary and gate.

### **Seating arrangement in classroom**

Bench and desk are not available in government schools. And more than two classes are running in a single classroom. So, all the children are seated on the floor in the

classrooms. If the student does not seat properly, then students will start playing and gossiping with each other. Then they can't focus on the teacher's lesson.

The study reveals that the seating arrangement of children is in a haphazard manner in sample school Jagannath Upper Primary School and seating arrangement of children is in parallel rows facing each other in sample school Mahipal Upper Primary School of Kendrapara district. But seating arrangement of children is the number of rows behind one another in Lahuriguda Upper Primary School and the Number of rows behind one another, Circle/semi-circle in sample school Pujariput Upper Primary School of Koraput district. The researcher has observed it was very difficult to control more than two classes by teachers in a single classroom.



**Availability of playground:** No playground for children in maximum primary and upper primary schools. Physical education has a great role in all schools. Children like very much the variety of sports in their childhood period. In-school field, they have little bit freedom and verity of sports items but for it playing ground is required for it in all schools.

The study reveals that there has no playing ground in all sample schools of both districts. Hence, students go to another place with their teacher for playing. Students are very much interested in playing in their sports periods as well as in their free periods. In this sense, students are compromising with their interests. This is also one of the important barriers in development of elementary education and RTE.

**Quality of drinking water:** Many schools across the country don't have pure drinking water for children so they are adjusting with impure water. Many schools don't have taps. The provision of quality water is a primary requirement. Pure drinking water should be available in all schools. Students are staying up to 6 hours in their school so they need drinking water and MDM is also cooking there. Water is life, and drinking water should be pure. If drinking water is impure, then children will suffer a variety of diseases.

The study reveals that the Condition of drinking water is unclean in all sample schools of Kendrapara district and also in one sample school Lahuriguda Upper Primary School of Koraput district. But the condition of drinking water is clean in the sample school Pujariput Upper Primary School of Koraput district.

#### **Other available facilities and items**

According to RTE number of facilities should be available in all schools like toilets for girls, dustbins, electricity, cupboard, computer for students, boundary wall, play materials, and proper road, etc.

The study reveals that facilities for toilets are available for girls & boys, dustbins, electrification, cupboard, the proper road in sample school and toilets for girls, dustbins, electricity, cupboard, computer for students, play materials, the proper road in the selected schools of Kendrapara district.

While available facilities are toilets for girls, dustbins, electricity, cupboard, computer for students, boundary wall, play materials, a proper road in sample school Lahuriguda Upper Primary School and girls' toilets, dustbins, electricity, shelves, new computers but not using due to not installation, less furniture, boundary, play items, space for activities, a road in the selected schools of Koraput district.

#### **Decorations on the school wall**

AS per RTE norms variety of pictures should be available on the school wall. And that picture should be clearly visible. This means those people, directly and indirectly, connected can know necessary information. And the student will be able to remember too many matters by that painting. Those painting are School Cabinet and Meena

Manch Information Board, Ama Lekha Ama Chitra, Map of Odisha, School Information Board, Financial Display Board, Idea Box, Height Measurement Scale est.

The study reveals that the kind of decorations are India, Odisha Map, Scholarship and it figures, on the wall, MDM Meals Menu on the school's walls in all sample schools of Kendrapara district. Kind of decorations is TLM-based pictures, Tribal Art, India, Odisha Map, Scholarship figures, MDM Meals Menu, height measurement picture on the wall on the school's walls in all sample schools of Koraput district. Some decorations are different from sample schools of Kendrapara because Koraput is a tribal district.

### **Display at eye level**

All the wall decorations always are visible properly. But many schools are running in open places. So, wall decoration is out of the question. If this work has been mentioned under this Act means it has a role in the development of elementary education.

The study reveals that wall decoration is available, but most decoration/wall paintings are very poorly visible, and also many of them are not visible at all in all sample schools of Kendrapara district and one sample school Lahuriguda Upper Primary School of Koraput district. While the most of decoration/wall paintings good visible and also many of them are not visible in the sample school Pujariput of Koraput district

### **Leading equipment and aids in schools**

Teaching equipment and aids have an important role for teaching purposes in the classroom. Sometimes a student may understand easily by a practical instrument on a specific topic. As per the guideline of elementary education and RTE, all the schools have teaching equipment and aids. With the help of teaching equipment and aids a teacher attracts students towards study in the classroom.

The study highlight that the Available Teaching equipment and aids are Flashcard, Maps, Charts, Global, Models, some science equipment, hanging cards all these regular uses for teachers in sample schools of both selected districts.

**RTE funding support**

RTE funding support for infrastructures and other facilities developed in schools. And infrastructures and other facilities developed work is pending in many schools due to many disturbances in elementary education. Then funding /grant received for RTE implementation by the school is indicating how RTE is implemented in the schools. If all details regarding funding/grants by the school are available, then it can help in further verification and further implementation.

The research reveals that the details of funding under RTE are not available in school in all sample schools of selected districts. But those funds have been spent in different ways by Headmaster and SMC members.

**6.4 Teaching- Learning in Schools****Pattern of teaching**

With the help of pattern of instruction, information will come out about teacher and subject ratio in a school. So, then the information about quality education will come out in India. So many issues are arising in elementary education on quality education for example- Sanskrit teacher is teaching math or math teacher is teaching literature history then how the student will be an expert in all difficult subjects.

The study reveals that one teacher teaches more than two subjects in all sample schools of Kendrapara district when the different teacher teaches different subjects in all sample schools of Koraput district.

**Quality of teaching aids**

All those teaching aids are providing on the basis of RTE at the elementary education level. But the important matter is those teaching aids should be of good quality. However, children should not face any problems due to the low quality of teaching aids.

The study reveals that those teaching aids that have been provided in all sample schools of both selected districts are not of good quality.

**Use of computer in the lesson plan**

As per ICT norms under RTE teachers must use computers for preparing their lesson plans for the class. In this digital process, the teacher can consume their time, and they can use so many innovative technological ideas in their lesson plan.

The study reveals that Teachers are not using computers in lesson plans for the class in all sample schools of both selected districts are not good quality.

**Examinations held**

After all the following process exam is the almost last stage of testing quality education. Examinations are important because examinations compel students to learn. Without them, most students would not learn. So, they would know about exams at the end of elementary education. But they will panic to listen to the word exam word. And they may know about the world lightly by exam in early stage, then their ability can be proven by exam in very little about the world. The most exciting day in students' life especially is the day during the final examination for class.

The study reveals that all the sample schools of both selected districts have been conducted two times exam namely half-yearly and annually with the monthly test.

**Evaluation of answer scripts**

Exam paper checking is the top duty of the education department. These exams give clear information about the development of children at the elementary education level. Because this the pile of further education continues in the future. Exam paper should be checked with loyalty then the very clear picture may come regarding the implementation of RTE in Elementary Education.

The study reveals that monthly exam papers are checked by the same school teacher but half-yearly & yearly exam papers are checked by other schools' teachers in all sample schools of both selected districts.

**6.5 SMC and School Management**

As per the RTE guidelines, SMC is mandatory in school management at the elementary education level. It has a great role in school development. Most members

don't know about their responsibility towards their school. Just their name is counting as an SMC member on pen and paper. Govt is also providing training to SMC members

The study reveals that SMC has not formed due to lack of quorum in PTA meeting this is the reason for no valid SMC in sample school Jagannath Upper Primary School but valid SMCs have in all rest of sample schools.

### **SMC members**

According to the RTE norm eligibility criteria should be the same for all schools' SMC. The member will be the same number in all SMCs of each school. Practically, some of the schools are unable to follow all criteria due to the disturbance of old members of SMC. Some schools are not following some criteria to frame this committee.

The study reveals that school has no SMC committee in sample school Jagannath Upper Primary School, but nineteen (19) members are there in sample school Mahipal Upper Primary School of Kendrapara district, while eleven (11) members are there in sample school Lahuriguda Upper Primary School and 9 members are there in sample school Pujariput Upper Primary School of Koraput district.

### **Women members in SMC**

According to the RTE norm (50%), women will be members of all schools' SMCs. Otherwise, that SMC will be invalid. In this committee, woman members will be able to take decisions. In Indian families today also so many people are following gender discrimination in making the decision. It will be message to all women they have equal rights to take the decision. The study explores that the school has no SMC committee in sample school Jagannath Upper

Primary School but nine (9) members are in sample school Mahipal Upper Primary School of Kendrapara district. Rest of the sample schools in both selected districts. But average numbers of eleven (11) members are women in the sample school Lahuriguda Upper Primary School and nine (9) members are women in the sample school Pujariput Upper Primary School of Koraput district.



**SMC Activities**

The SMC has failed to perform its duties up to the level of people's and Govt expectations. Though the SMC consists of 19 members, its utility plus its huge membership needs to be questioned. The SMC is formed to give proper representation to all communities in the panchayat and to supervise the management of the school. But statistics and performance of the SMC members need to be further scrutinized. To analyse the role of SMC members in school developmental activities the students are classified into some categories: In the framing of rules and regulations for the administration of the school, providing special incentives to parents who ensure complete attendance to their wards throughout the year, Helping teachers during construction and other works, Government program at school level.

The study reveals that the Jagannath Upper Primary sample school has no SMC committee while the involvement of SMC help in improving the school environment in the rest of the sample schools of both selected districts.

**SMC's cooperation with the teacher**

The teacher is insufficient in many schools so, many non-education work-loads on teachers. The SMC will cooperate to teachers for the work of school development at the elementary education level. But more than maximum members of SMC don't know anything about their responsibility. Many members are creating a disturbance in school development works for their personal intension. Only a few members are cooperating with teachers.

The study highlights that the school has no SMC committee in Jagannath Upper Primary School due to different disturbances by the old SMC committee because they were misbehaved to Teachers in this school and they were tried to slap the teachers while SMC committee has done by the mutual understanding of H.M and the chairman of previous year SMC committee in Mahipal Upper Primary School of Kendrapara district which is completely illegal. Only SMC members were helping to teachers for the development works of their school while SMC members were not helped in Pujariput Upper Primary School of Koraput district. These two schools of Koraput district are residential schools so most students belong to distant places. So,

their parents did not come to these two schools but some members are local but many of them were not free because they are busy with their earning as a daily labour. Therefore, H.M. send their committee register to the house of those members by their children for the purpose of the sign. Maximum members don't aware that why they are signing.

### **Participation at meetings**

As per the Government Notification, the School Management Committee should meet at least once in every month, and 50% of the total number of members shall form the quorum in all schools. SMC member is attending their related meeting regularly or not is shown in the following below.

The study shows that the school has no SMC committee in sample school Jagannath Upper Primary School while SMC members are not regularly attending their related meeting regularly in sample school Mahipal Upper Primary School of Kendrapara district. Only SMC members are regularly attending their related meetings in sample schools Lahuriguda Upper Primary School while SMC members are not attending their related meetings regularly in sample school Pujariput Upper Primary School of Koraput district.

### **Agendas of SMC meeting**

Since the inception of Sarva Shiksha Abhiyan in Odisha, the School Managing Committee (SMC) has gained increasing status as an approach for improving awareness and responsibility in the distribution of education services. Members demand the school authority to transfer the decision-making rights for their own benefit over school operations to local members. The SMC committee consists to take teachers, parents/guardians, and members of the community people. The committee can take different agenda items and also can take decisions in its meetings. A good SMC should take education as a prime agenda of Fund generation, School attendance, Quality of education, Accountability of teachers.

The study highlights that the school has no SMC committee in the sample school of Jagannath Upper Primary School of Kendrapara district, while Fund generation, School attendance, Quality of education, Accountability of teachers are generally the main agenda of SMC meeting in all samples of both selected districts.

**Parent's feedback**

This is most important for quality education in elementary education and RTE. But most of the parents are illiterate or just literate, so poor that they are busy in earning and lack proper knowledge about the benefit of education. Parents' feedback can help students and teachers with their learning strategies and they make adjustments to make better progress in their learning.

The study shows that parents are giving their feedback to the teacher in the Jagannath Upper Primary sample school of Kendrapara district, while parents are not giving their feedback to the teacher in the rest of the sample schools of both selected districts.

**School development plan**

Under this plan, the school can convey its requirement to the higher authority of the education department. Authorities have no sufficient time to remember everything. So, all the schools should prepare a school development plan according to their school's demands which are most important for the development of elementary education and RTE.

The study examines that the Jagannath Upper Primary School has prepared a school development plan like related to teachers, boundaries, playing ground, the dining hall for students while sample school Mahipal Upper Primary School has not been prepared in Kendrapara district. And Lahuriguda Upper Primary School has not prepared a school development plan while Pujariput Upper Primary School has prepared a school development plan in the Koraput district.

**Activities of PTA**

Parent-Teacher Association will invest the efforts to make the school a better place for students to learn mindfully they are the own parents of those students so these PTA members will support the teachers for their schools' better performance. Parents and teachers work together for example- sometimes as volunteers visit the classroom performance of students and they raise keep demand for supply some necessary elements for students and some schools' efforts for grant financial help to fulfil some

necessary requirements. School is not an individual property school is for all children so everyone should co-operate with teachers and govt for the development of elementary education and RTE.

The study shows that ensuring enrolment, encouraging for regular attendance in school, suggestions for improvement in studies of their children these activities by PTA of sample school Jagannath Upper Primary School, while to increase enrolment of students, to participate in different school's situations these activities by PTA of sample school Mahipal Upper Primary School in Kendrapara district. When Most of PTA member has no time for carryout their responsible these activities by PTA of sample school Mahipal Upper Primary School and attending regular meeting & giving their valuable views, involvement in awareness programme and enrolment drive these activities by PTA of sample school of Pujariput Upper Primary School in Koraput district.

### **Parent and teacher interaction**

Parents have the main role in sending their children to school regularly. Then they should take care of children's studies at their home excluding schooling time. Children are staying up to a long time at their home than school. Parents should keep their eyes on their children's 'problems and performances. If they found any problem then they must discuss with their school teacher regarding the matter.

The study reveals that parents discuss children's problems sometimes in all sample schools of both selected districts. Due to lack of interest, illiteracy or just literate and poverty parents are not coming for this. But all sample schools of Koraput district is a little bit different regarding this matter means here students belong to distant places. Most of the students are staying at the hostel, and their parents are in their village. Then those tribal parents are busy with daily wage work.

### **MDM related problems**

This is such a great step to increase enrolment at elementary education level. Due to this program teachers are suffering lots. Per day all Head Teachers are calculating account records and doing so many documents ready works MDM related and other

non-education work means submit of verity vouchers as a clerical staff then those head Teachers are going to their respective BEO and DEO office with all up-to-date file and school seal. They fear to conduct this MDM work day by day all rules and regulations are becoming changed regarding MDM and other document work.

The study reveals that no problem in MDM work for teachers is answered by sample school Jagannath Upper Primary School because they fear to say yes maybe they will suffer by authority and rest of all sample schools' teachers responded yes, they are facing problems like Management of MDM work, Preparation of different documents of MDM relating MDM work in both selected districts.

### **Money received for MDM**

MDM will serve all school-going children on in time; otherwise, Head Teacher will suffer in the hand of the concerned authority. But this program's process is distributed among so many bodies. But on the sport, if children will not take MDM any day, then strict action will be taken on Head Teacher immediately. All Head Teachers should get the grant for it in advance but practically money is coming to school account after a month sometimes it's becoming late or another issue.

The study shows that no valid SMC in the sample school of Jagannath Upper Primary School because MDM money will come to the school account after submitting a calculation sheet of last month with the signature of all members of valid SMC. But the rest of all sample schools are receiving money in both selected districts.

### **Non-teaching works by teachers**

Teachers are doing so many non-educational works with their duty. They are suffering for those non-educational work also, for example, election duty in rival place. They are unable to complete the syllabus before the exam. Revision matter is not arising, so students' performance in the exam is so low than in private school.

The study reveals that MDM work, Preparation of bank account, and Caste certificate, Election duty by teachers, in three sample schools of in both selected districts. And BLO duty, Exam Invigilator in the metric & +2 levels, Census by teachers in the sample Pujariput Upper Primary School of Koraput School.

**Problems due to non-teaching**

Teachers are doing so many non-educational works so they are unable to control the student during schooling periods. Students are not attentive in their class this time is students are waiting for this. Sometimes students are becoming injured, and also, they are disturbing the class. Then the teachers can't punish them.

The study reveals that due to teacher's engagement in non-education work students are disturbed in the classroom in sample school of Jagannath Upper Primary School and at a time a single teacher looking both class students in sample school Mahipal and Lahuriguda Upper Primary School then sometimes some subjects' syllabus can't complete before the exam in sample school of Pujariput Upper Primary School in Koraput district.

**Availability non-teaching staff**

The availability of non-teaching staff in the school is very important. But most schools have no non-teaching staff so many non-education works are carried out by students, and many non-teachings work teachers are doing. Because teachers are giving priority to office works. Otherwise, their salary will stop.

The study reveals that non-teaching staff is not in-sample school Jagannath Upper Primary School while the non-teaching staff is available in the rest of all sample schools of both selected districts.

**Prevalence of caste discrimination**

This is one critical stigma in the nation's development. According to human necessity, people are changing their choice but the maximum people in the caste restriction they are thinking to change were. And discrimination against Schedule Caste & Schedule Tribe in the educational system is a well-known issue in this country.

The study examines that the caste discrimination problem is openly there available but openly in all sample schools of both selected districts. When students are sitting for MDM there, then upper caste children are sitting together, but those are SC or ST students they are sitting together. Very rare some upper-class students are sitting with

SC and ST students. Suppose any Puja is celebrating in the above-mentioned school their upper-caste students deal all the duty and SC and students will take Prasada/Sacred food only.

### **Parents' interest in the education of the girl-child**

This is also one disease like caste discrimination in whole over India. Maximum people are giving priority to a boy than a girl. But gradually this discrimination is decreasing in India. Most of the girl's parents are preferring govt school for their daughter than the boys.

The study reveals that parents are interested in sending specifically their daughters to school in the study area of selected districts.

### **Measures for girls' security**

The girl child is not safe anywhere including her mother's womb. Today also the girl's safety processes are in a challenging stage in everywhere the world, particularly in India. So many issues are raising on girls' safety in India including other countries. Parents fear sending their girl child to school and college for lack of social security. Then also few schools have safety measures for girls and they are participating equally in different functions with boys. So, self-defence training is provided to the teachers and students for girls' safety in their schools as well as outside because it's most important for all girl children. If a girl student suffers any problem, then she should inform the teacher with a chit without mentioning indicating her name.

The study reveals that moral teaching for girls responded by sample school Jagannath Upper Primary School, Lahuriguda Upper Primary School, and Pujariput Upper Primary school, while toilet for girls responded by sample school Mahipal Upper Primary School of Kendrapara selected district.

### **Steps taken by schools for UEE**

Many provisions under Elementary Education and RTE, but some provisions mentioned on teacher's role for universal of elementary education in your school. So, teachers follow some steps to universalize elementary education in their schools.

Because teachers most important role in this policy so they will be used their presence of mind to help universalize elementary education in their schools.

The study reveals that Observing Prabesh Ustav in School and discussing in PTA meetings are the steps for universalizing elementary education in both sample schools of Kendrapara district while the awareness program in SMC & PTA meeting is the steps for universalisation of elementary education in both sample schools in Koraput district.

## 6.6 Enrolment and Attendance of Students

To increase the enrolment and attendance of students is an important concern in elementary education. Here the details of enrolment and attendance pertaining to the selected sample schools are analysed for the years 2009-10 (in 2010, RTE was introduced) and then in 2017-18 (when the fieldwork was conducted). It shows whether there was any increase in enrolment and attendance of students in the selected schools after implementation of the RTE.

**Table 6.4: Caste-category and gender wise enrolment of students in elementary education in Jagannath Upper Primary School (2009-10 & 2017-18)**

Sr. no.	Category	Total number of students enrolled In Classes I-VIII				Change in attendance in 2017-18 after 2009-10 (%)			
		2009-10		2017-18		Number		%	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	SC	43	64	48	32	5	-32	11.63	-50
2.	ST	Nil	Nil	Nil	Nil	--	--	--	--
3.	OBC	41	46	34	35	-7	-11	-	-23.91
4.	General	Nil	1	Nil	Nil	--	-1	--	-100
<b>Total</b>		84	111	82	67	-2	-44	-2.38	-39.64

Source: Class Attendance Register

Table- 6.4 reveals that the enrolments of both Boys and Girls -2.38% & -39.64% have decreased in 2017-18 after 2009-10. Only the attendance rate has increased of SC boys 11.63% not of students of other categories, in 2017-18 after 2009-10.

Enrolment of students belonging to other categories has declined in 2017-18 compared with 2009-10.

Attendance of students is an important concern at the elementary education level. If attendance increases of all school-going children after the implementation of the RTE Act 2009 then the progress of elementary education may do the best guess for universalisation of elementary education. Yes, an increase in attendance may become the best source for implementing RTE Act.

**Table 6.5: Caste category and gender-wise Attendance of students in elementary education in Jagannath Upper Primary School (2009-10 & 2017-18)**

Sr. no	Category	Average attendance of students in Classes I-VIII (%)				Change in attendance in 2017-18 after 2009-10 (%)	
		2009-10		2017-18		Boys	Girls
		Boys	Girls	Boys	Girls		
1.	SC	78.57	76.86	84.25	84.5	5.68	7.64
2.	ST	Nil	Nil	Nil	Nil	--	--
3.	OBC	84.14	83.86	86	87.5	1.86	3.64
4.	General	Nil	97	Nil	Nil	Nil	-97
<b>Average</b>		81.36	85.91	85.13	86	3.77	0.09

Source: Class Attendance Register

Table 6.5 reveals that the attendance of all students from all categories has increased except General category girl student in 2017-18 (after 2009-10). Attendances of boys (3.77%) are highest than girls (0.09%). Attendance of SC (7.64%) is higher while OBC Boys (1.86%) is lower. This school is situated in a rural area. Maximum parents are illiterate, have minimal education and their family income is also very low as per (Table- 3.6 table- 3.8 & Table- 3.12). Most of parents are not serious regarding the education of their children. At this age, those school-going children are unable to take care of their studies. As per (Table- 4.34), just 3.7% of children have got enough time for their study at home. It may be another issue for decreasing attendance rate in their respective school.

**Dropout of Students**

The research reveals that the dropout rate has nil on above mention sessions in Jagannath Upper Primary School as per the statement of the Head Master of this School. This school is situated within 2 K.M from all the students, sometimes the students were irregular then they were coming to school by the motivation of their parents and teachers. In course of time, parents are becoming aware of the importance of education in their children's future. RTE has achieved success almost to motivate those parents by its number of provisions after implementation of this Act.

**Return to school after dropout**

In these two academic sessions, there is no return of any children to school in 2017-18 session as per the statements of all teachers in Jagannath Upper Primary School due to dropout from last some years ago dropout.

**Enrolment of Overage Children**

There is no enrolled of Overage students under special learning in elementary education in Jagannath Upper Primary School 2017-18

**Mahipal Upper Primary School**

Head Mistress of Mahipal Upper Primary School has told that the enrolment, attendance, and dropout records are not available for the 2009-10 session due to any inconvenience reason.

Increasing the enrolment of students is a vital concern for the development of elementary education. Here the details of enrolment pertaining to the selected sample schools are analysed for the years 2017-18 (when the fieldwork was conducted). It shows whether there was any increase in enrolment of students in the selected schools after the implementation of the RTE.

**Table 6.6: Caste category wise and gender-wise enrolment of Students in elementary education in Mahipal Upper Primary School (2017-18)**

Sr. no.	Category	Total number of students enrolled in Classes I-VIII				Change in 2017-18 change 2009-10			
		2009-10		2017-18		Number		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	SC	-	-	1	10	-	-	-	-
2.	ST	-	-	Nil	Nil	-	-	-	-
3.	OBC	-	-	2	10	-	-	-	-
4.	General	-	-	43	46	-	-	-	-
<b>Total</b>		-	-	46	66	-	-	-	-

Source: Class Attendance Register

Table- 6.6 reveals that the highest number of girl students 66 have enrolled than boys 46 in 2017-18 in Mahipal Upper Primary School. Attendance of SC girls 46% is a higher rate while attendance of SC boys 1% is a lower rate. There are SC and ST students who were not enrolled in this school in 2017-18. But girl students have enrolled in a maximum number than boys in all categories. This school is located in the town area of Kendrapara district, so most of them are from the middle class and their parents prefer Govt School for their girl child.

Research has shown that the regular attendance of all students may be important factor for influencing their academic success. The subject difficulty may not show with any student for example math and science are known as difficult subjects for many students.

**Table 6.7: Caste category wise and gender-wise Attendance of Students in elementary education in Mahipal Upper Primary School (2017-18)**

Sr. no.	Category	Average attendance of students in Classes I-VIII (%)				Change in attendance in 2017-18 change 2009-10 (%)	
		2009-10		2017-18		Boys	Girls
		Boys	Girls	Boys	Girls		
1.	SC	-	-	93	81.5	-	-
2.	ST	-	-	Nil	Nil	-	-
3.	OBC	-	-	87	83	-	-
4.	General	-	-	88.75	87.75	-	-
<b>Average</b>		-	-	89.6	84.1	-	-

Source: Class Attendance Register

Table- 6.7 reveals that the highest attendance numbers of Boy students 89.6% in 2017-18 change 2009-10, while girl students 84.1% are lowest attendance rate. There is no student from the ST category in this school in this academic session. But girls (66) have enrolled highest than boys 46 as per Table- 6.41 but the attendance rate is highest of Boys 89.6% than girls 84.1% in sample school Mahipal Upper Primary School of Kendrapara district. This school is located in the town area, so most of them are from the middle class and middle-class parents prefer Govt School for their girls.

### **Details of Dropout Students**

The research reveals that the dropout is nil in elementary education in Mahipal Upper Primary School (2017-18). Parents and guardians are becoming aware of the importance of education in their children's life. RTE has given a satisfactory result to stop the dropout problems in elementary education level in this Mahipal Upper Primary School.

### **Return to school after dropout**

As per the statement of the present Head Mistress, the record of 2009-10 has not been available in her school regarding enrolment dropout and return school after dropout. And there are no dropout children in 2017-18 then the return case is also nil on this same academic session mentioned sessions in Mahipal Upper Primary School.

### **Enrolment of Overage Children**

No overage student is enrolled in special learning in elementary education in Mahipal Upper Primary School on above mention academic session.

### **Lahuriguda Upper Primary School**

Head Mistress of Lahuriguda Upper Primary School has told that the enrolment, attendance, and dropout records are not available for the 2009-10 session due to any inconvenience reason.

Enrolment and attendance in the school (2017-18) is indicating about the status of enrolment and attendance in elementary education level means at that period's development screenshot of Elementary Education with the figure of the percent. This is the period before RTE lunch. Here researcher has given collected data regarding

enrolment and attendance of the Upper Primary level five years after of RTE in elementary Education level. One by one table those tables have highlighted below:

**Table 6.8: Caste category wise and gender-wise enrolment of Students in elementary education in Lahuriguda Upper Primary School (2017-18)**

Sr. no.	Categories	Total number of enrolled students in Classes VI-VIII				Change in 2017-18 change 2009-10			
		2009-10		2017-18		Figure		%	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	SC	-	-	4	15	-	-	-	-
2.	ST	-	-	63	119	-	-	-	-
3.	OBC	-	-	8	14	-	-	-	-
4.	General	-	-	Nil	Nil	-	-	-	-
<b>Total</b>		-	-	75	148	-	-	-	-

Source: Class Attendance Register

Table- 6.8 reveals that the average number of ST students have enrolled in Lahuriguda Upper Primary School, while the least number of students in SC. No student from the general category. But girls (148) are higher than boys (75) in enrolment in 2017-18 in this sample school (Lahuriguda Upper Primary School) of Koraput district located in a remote area.

Regular attendance is a vital attribute for students and teachers. It is important for them to attend class and work regularly and to arrive at class and work on time, being failure to do so detrimentally affects them morally and productively. Then the aim of the RTE Act may become delayed in implementing this education policy.

**Table 6.9: Caste category and gender-wise attendant of Students in elementary education in Lahuriguda Upper Primary School (2017-18)**

Sr. no.	Category	Average attendance of students in Classes I-VIII (%)				Change in attendance in 2017-18 after 2009-10 (%)	
		2009-10		2017-18		Boys	Girls
		Boys	Girls	Boys	Girls		
1.	SC	-	-	84.14	79.25	-	-
2.	ST	-	-	76.4	81.57	-	-
3.	OBC	-	-	88.2	82.75	-	-
4.	General	-	-	Nil	Nil	-	-
<b>Average</b>		-	-	82.91	81.19	-	-

Source: Class Attendance Register

Table-6.9 reveals that the attendance (82.91%) rate of boy students have highest than girls' attendance (81.19%). The attendance of OBC boys (88.2%) has higher than other categories students' attendance rate, while ST boys (76.4) have a lower attendance rate in attendance in 2017-18. But the General category student is not available. This sample school is situated in the Koraput district. It is SC & ST tribal residence school. This school has hostel for both gender students inside the school campus. Maximum students are staying inside the hostel.

This research reveals that the records of enrolment, attendance, and drop out of the academic session (2009-10) in Lagurigura Upper Primary School are not available as per the statement of this school's Head Mistress. So, the researcher is unable to represent those data in her study.

### **Dropout of Students**

The research reveals that the record of dropouts is not available in above mention sessions in school. This school is a residential school SC & ST School then also some of OBC and General caste students are studying here because there is no any kind of restriction for other caste students. Many students have been taking admission from long distances they are staying inside this school's hostel. But some students are irregular and their teachers are facing problems for communicating with their parents regarding their children's frequent irregularity. Some of the dropout students are diverting in various bad activities in these periods. Parents are uneducated or less educated and struggling with the economic crisis. Gradually they are using their children in earning for family-supporting. Here the bridge between teachers and parents is not so strong because those parents are in so far places, they don't have interest and strength for communicating with teachers of their children for discussing on irregularly of their children. Parents are not aware of the importance of education in their children's life. RTE has struggled severely for motivating those dropout children and their parents by teachers as well as local bodies. This school is situated deep jungle fully remote area. Just a few tribal people are staying nearest to this school.

**Table 6.10: Caste category wise and gender-wise dropout students in elementary education in Lahuriguda Upper Primary School (2017-18)**

Sr. no.	Category	Total number of students drop out in Classes I-VIII				Change in 2017-18 after 2009-10			
		2009-10		2017-18		No.		Percentage	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	SC	-	-	4	15	-	-	-	-
2.	ST	-	-	63	119	-	-	-	-
3.	OBC	-	-	8	13	-	-	-	-
4.	General	-	-	Nil	Nil	-	-	-	-
<b>Total</b>		-	-	75	147	-	-	-	-

Source: Class Attendance Register

Table- 6.10 reveals that the highest numbers of ST girl students (147) have dropped out in Lahuriguda U.P school in 2017-18, while the lowest number of SC boy students (75) have dropped out. Higher numbers of girl students (119) have dropped out than OBC boys (4) in this school.

#### **Return to school after drop out**

If there is no dropout children during this period then the return case is nil on these above-mentioned sessions in Lahuriguda U.P School.

#### **Enrolment of Overage students**

No Overage student under special learning is enrolled in elementary education in Lahuriguda Upper Primary School on above mention academic session.

#### **Pujariput Upper Primary School**

**Table 6.11: Caste category and gender-wise Enrolment of Students in elementary education in Pujariput Upper Primary School (2009-10 & 2017-18)**

Sr. no.	Category	Total number of students enrolled in Classes I-VIII				Change in 2017-18 after 2009-10			
		2009-10		2017-18		No.		%	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.	SC	9	67	26	83	17	16	188.89	23.88
2.	ST	22	48	43	43	21	-5	95.45	-10.42
3.	OBC	Nil	Nil	6	12	6	12	600	1200
4.	General	26	71	27	25	1	-46	3.85	-64.79
<b>Total</b>		57	186	102	163	45	-23	78.95	-12.37

Source: Class Attendance Register

Table- 6.11 reveals that average numbers of Boy 78.95% have enrolled in Pujariput Upper Primary School in 2017-18 after 2009-10, while the lowest number of girl students -12.37% have enrolled in 2017-18 after 2009-10 in this school. Enrolment of SC boys 188.89 % is higher than ST girls' enrolment -10.42%. In the 2017-18 session, boy students have increased than girls. Enrolment of SC boys 188.89% and ST 95.45% has increased than General Boys and all categories girl students in attendance in 2017-18 after 2009-10. And this school is situated in a municipality area so these parents need quality education for their children.

Students who regularly come to their school may feel extra coupled to their student community and change solid social skills and friendships, which are imperative as life skills. By making regular school attendance important, you make preparations and motivate your child for success throughout life.

**Table 6.12: Caste category and gender-wise attendance of Students in elementary education in Pujariput Upper Primary School (2009-10 & 2017-18)**

Sr. no.	Category	Average attendance of students in Classes I-VIII (%)				Change in attendance in 2017-18 after 2009-10 (%)	
		2009-10		2017-18		%	
		Boys	Girls	Boys	Girls	Boys	Girls
1.	SC	74	83	86.13	88	12.13	5
2.	ST	75.8	81.83	84.25	84.38	8.45	2.55
3.	OBC	Nil	Nil	86.6	84.75	86.6	84.75
4.	General	85.86	81.57	89.57	81.5	3.71	-0.07
<b>Average</b>		78.55	82.13	86.64	84.66	8.09	2.53

Source: Class Attendance Register

Table-6.12 reveals that the highest average attendance rates of boys (8.09%), while the lowest attendance rate of girls (2.53%) in attendance in 2017-18 after 2009-10. The higher attendance is counted OBC Boy students (86.6%) in attendance in 2017-18 after 2009-10 at the same time as the attendance of SC Boy students (3.71%) is lower in attendance in 2017-18 after 2009-10. In 2017-18, the attendance rate of all categories has increased except the General category of Girl students. Attendance of General category girl students (-0.07%) has decreased than other categories students in the session 2017-18 after 2009-10.

### Dropout of Students

The research reveals that the dropout is nil in elementary education of Pujariput U.P School in the session of 2009-10 as per the statement of in-charge Head Master. This

school is situated in the town area this is also a residential school but the hostel facility here is only for girls. Many students have taken admission from far places. Few years ago, Kasturaba Gandhi Balika Bidhyala has emerged with this Pujariput U. P School. Transport and communication to this school is not top issue for local student but some of quantity is problematic for those are students belong to distance places.

### Return to school after drop out

There is no drop out children during this period then the return case is nil on this above-mentioned session in Pujariput U.P School. According to all present teachers, there is no return of any dropout student to enrol in this school in this session.

### Student under Special Learning (2017-18)

Enrolment of overage children

According to the RTE provision, all children will get free education up to class VIII. If some students have not enrolled yet, then they can take admission in any nearest school in an appropriate class as per their age. Many children are wandering here and there without education due to various factors. But those children are enrolled under the special learning process in school.

**Table 6.13: Caste category and gender-wise enrolment of Overage students under special learning process in elementary education in Pujariput Upper Primary School (2017-18)**

Sr. no.	Category	Total number of enrolments of Overage students under special learning process in Classes I-VIII (%)				Change in attendance in 2017-18 after 2009-10 (%)	
		2009-10		2017-18		Boys	Girls
		Boys	Girls	Boys	Girls		
1.	SC	-	-	Nil	66	-	-
2.	ST	-	-	Nil	15	-	-
3.	OBC	-	-	Nil	3	-	-
4.	General	-	-	Nil	5	-	-
<b>Total</b>		-	-	Nil	89	-	-

Source: Class Attendance Register

Table- 6.13 reveals that only girl students have enrolled overage under the special learning process in Pujariput Upper Primary School, in 2017-18. The highest average numbers of SC girl students (66) have enrolled as the overage under special learning than other categories while the least average OBC girl students (3) have enrolled overage under special learning process.

### **Major Problems in Schools**

So many problems are faced at the elementary education level. Maximum primary and upper primary schools are unable to follow all the provisions under RTE due to many problems.

The study reveals that there are many problems in sample school Jagannath U.P and Pujariput Upper Primary School of both selected districts like lack of lady teachers, infrastructure, non-teaching staff, no SMC, & appointment of contractual and Para teacher, unavailability of playing ground & lack of infrastructure like the classroom, toilet for boys, dining hall lack of in schools, these problems are in sample school Mahipal Upper Primary School of Kendrapara district.

### **6.7 Concluding Observation**

Different issues of quality and barriers are prohibiting the development of elementary education and implementation of the RTE Act 2009 in selected districts of Odisha. Many provisions are not followed in maximum schools including sample schools of Odisha due to some issues. For example, the quality of education provided by the government school system is not at a satisfactory level as per literature with primary information. While it remains, the major benefactor of elementary education in Odisha. Children are attending govt schools after creating so many issues on the quality education at the elementary education level. Also, the system has been criticized as catering to the rural elites who cannot have enough money for school fees in Odisha where many families live in absolute poverty.

However, the understanding of the aim of 'Education to All' is not going to be very easy- not when the school system in Odisha, especially researcher's study areas continue to be plagued by glitches of poor infrastructure, shortage of teachers, deficiency of lady teachers, contractual teacher (Table-6.1) and vacancy of subject teacher (Table-6.2).

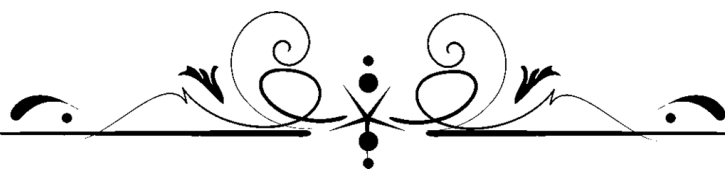
Some major primary components impact deeply in the excellence of elementary education such as teachers and in their teaching methods. The teacher is the most important aspect in the improvement of quality education, school syllabus, school environment, school management committee, preconditions for pupils, and grant funding of elementary education department.

Quality situation related to teachers like different types of teachers are available in selected schools, Hindi and Sanskrit teachers have vacancy in two selected schools of Kendrapara district, quality of infrastructure have discussed like single class room, no kitchen room , two schools of Kendrapara district are running in own good condition building as well as in old & dilapidated building this kind of building is risky for students life, dining hall is not available so students are taking lunch here and there but in rainy session the condition is miserable, no full compound in four schools so students are not completely safe, no separate common room for girls and boys but they need separate for their refresh, office room is available for Head Master/Mistress Cum-School in four schools , no staff room, no separate common room for lady teachers, no separate library room in Jagannath upper primary school of Kendrapara district and Pujariput upper primary school of Koraput district , science room not available where they may learn perfectly about all the experiment in schooling period then they can clear their all doubt then they can understand science subject, no music and art room is not available but while a separate large room is require as a result of students can practice freely within that room, no storeroom, science laboratory room is available, four schools have no playground which is more important for student, hostel has available for girls in Pujariput upper primary school but hostel is available for both students in Lahuriguda upper primary school of Koraput district because both schools are residential school, but the quality of all the hostel building has too old and risky for students in Lahuriguda upper primary school, quality of drinking water is unclean. All Schools have no RTE funding records. All schools have received very low-quality teaching aids just like the toys. Teachers are not using the computer lesson plan. Mainly all schools are conducting exams in two phases like half-yearly and annually. Involvement of SMC is not satisfactory in all selected schools, SMC members cooperate in school development sometimes, SMC members participate in meetings sometimes not in all meetings. Agendas of SMC meeting is fund generation, School attendance, Quality of education, Accountability of teachers. Parent feedbacks come sometimes. All the members discuss different school development plans. PTA members discuss with students about performances and their development. Teachers

are doing so many non-educational works just like MDM, other non-education so many documents work like a clerk, submit of so many reports with an update on time, census work, election duty, relief, any other emergency duty as per district collector. Teachers were suffering for late credit in MDM account from govt so in maximum time teacher were manage from their pocket. The non-teaching staff has not available in all schools. Caste discrimination is happening in all schools lightly but all are not admitting it. Parents are preferring government schools for their daughters, so girls' enrolment is higher than boys in selected four sample schools of selected districts (Table-5.2). These four schools have no special security for girls' safety purposes then also those girl students are safe. Teachers are evaluating monthly exam papers of their own school but half-yearly & yearly exam papers are checked by other school teachers. All schools have selected 50% women members in their school SMC. Enrolment and attendance rate is flocculating in all selected schools. There is no dropout in Jagannath upper primary school, Mahipal Upper Primary School, Pujariput upper primary school but Lahuriguda Upper Primary School has dropped out boys (75) & girls (147). But no student has enrolled any Overage student under special learning in three schools except Pujariput upper primary school. Only 89 girl students have enrolled as the overage under special learning of in elementary education in Pujariput Upper Primary School as per (Table-6.13).

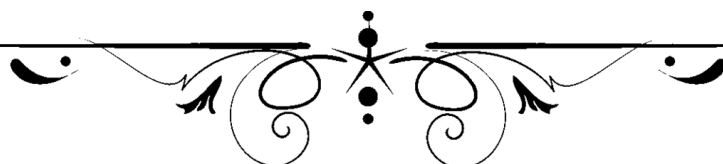
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## *Chapter- VII*

### *Summary and Conclusion*



## **CHAPTER- VII**

### **SUMMARY AND CONCLUSION**

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#### **SUMMARY**

Elementary education is the main foundation for the development of every human. It helps in the development of our society and nation. Elementary education plays the most important role in all-round of students. Indian Constitution has made a commitment to provide free and compulsory education to children of India up to class VIII. Following the constitutional spirit, the Right to Education (RTE) Act has been implemented in the country.

This study is an attempt to examine all the provisions under RTE and selected schemes which have been introduced for the universalisation of elementary education (UEE) in Odisha. Then this study has examined the implementation of the RTE Act in Odisha. This study has also tried to find the status of quality of elementary education in the light of RTE in Odisha.

The objective of the study included the following-

#### **The objectives of the study included the following and Hypothesis in this study:**

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

#### **Hypotheses of the study are as follows-**

- The RTE provisions and related schemes introduced for universalisation of elementary education in Odisha are comprehensive in nature.
- The implementation of the major provisions of the RTE Act in the selected districts of Odisha is far from satisfactory;
- The impact of RTE in improving the quality of elementary education varies across districts in Odisha.

**Methodology**

This study on elementary education and RTE focused on selected districts of Odisha. Those selected districts are Kendrapara and Koraput Districts in

state in total 4 Upper Primary schools were randomly selected from selected districts. Two schools were selected from the Kendrapara block in the Kendrapara district and another two schools were selected from the Koraput block in the Koraput district in the state. Those schools are: Jagannath Upper Primary School situated in Panchayat area of Kendrapara block, Mahipal Upper Primary School situated in Municipality of Kendrapara block, Lahuriguda Upper Primary School situated in Panchayat area of Koraput block, and Pujariput Upper Primary School situated in Municipality of Koraput block. In selected schools, the researcher had discussions with 31 Upper Primary School teachers for this study.

Researcher used two types of interview schedules for field work. She filled the Interview Schedule for Students by herself at the time of discussion with present students in the classroom of selected schools. And she filled Interview Guide for School Management by herself at the time of discussion with all teachers, SMC members, PTA members, MDM cooking staff, some students in all the selected schools. Then some important information was written in field diary and also some discussion was recorded. Researcher also visited some of the experts for getting relevant information regarding elementary education and RTE. The study followed both quantitative and qualitative research techniques for data collection. The data for the study included primary as well as secondary sources.

The study is divided into seven chapters. Chapter I is 'Introduction' which provides details about the statement of the problem, conceptual framework, objectives and hypothesis, methodology, and sampling. Chapter II is titled 'Elementary Education and RTE: A Review'. It gives a brief overview of the literature pertaining to elementary education and RTE, covering global, national, and Odisha contexts. A brief 'Profile of the Study Area and Background of Students' is presented in chapter III. The details of 'RTE Provisions and Schemes in Odisha' are discussed in chapter IV. 'Implementation of 'RTE' and Elementary Education' is analysed in Chapter V, which is based on field data collected from the selected schools of Kendrapara and Koraput districts in Odisha. The existing situation related to 'RTE and Quality of

Elementary Education' is examined in chapter VI, which is based on field data collected from the selected schools. Lastly chapter VII deals with 'Summary and Conclusion' and some of suggestions at end of this chapter.

### **Major Findings-**

The review of literature covers three contexts, i.e., global context, Indian context, and Odisha context. It is observed that the status of elementary education and implementation of RTE in all developed countries is much better than in India as well as other developing countries. There RTE covers up to higher secondary education. But RTE is struggling in most developing countries for achieving a satisfactory level result due to many issues. Several studies have highlighted different issues on RTE and universalisation of elementary education in India which differ across states. Tamil Nadu and Kerala are both states that are far better than other states regarding the implementation of the RTE act 2009. Moreover, all states have increased the enrolment and attendance but some states have a small decrease in attendance rates viz, Andhra Pradesh, Assam, Bihar, Orissa, and West Bengal. It should also be remarked that some states have still a large number of non-enrolled children like Rajasthan, Uttar Pradesh, and Madhya Pradesh. Odisha state has also a small decrease in attendance rate from urban to rural. In elementary education, 72.9% literacy rate of Odisha on the basis of the 2011 census which is less than the national average. The status of elementary education and implementation of RTE in Odisha was far from satisfactory but it's progressing.

### **Profile of the Study area and Students**

Chapter III has described the parental socio-educational profile of the students of the selected schools in Odisha. This study reveals that (14.6% and 48.8%) fathers and mothers of students are illiterate and the rest of fathers and mothers of students are under Matric education in the study area of Kendrapara district while (28.9% and 68.9%) fathers and mothers of students are illiterate, (3.1% and 1.3%) fathers and mothers students have passed Higher Secondary, (.9%) fathers of students have passed graduation and rest of fathers and mothers of students are under Metric in the study area of Koraput district (Table-3.6 and 3.8). Most of the parent's occupation is of very low standard in both study area Only (18.3% and 4.9%) fathers and mothers of students were doing private job in selected schools of Kendrapara district while

(8.9 % and .9%) fathers and mothers of students were doing private job in selected schools of Koraput district (Table 3.7 and 3.9). Most of the students' house condition is very miserable. They are staying in kachacha, mixed, thatched, tent and polythene covered and rented house due to their parents' low income. They suffer too much with their family in the rainy and summer season. Most of the students are unable to study at home (Table-3.10). Most of the students' family income (51.2 % and 71.1%) source is farming or agriculture in study areas while the major source of students' family income is Government service for (2.4% and 3.1%) students in Kendrapara and Koraput (Table-3,11). A few government service holder parents prefer govt school for their children. (Table-3.12) shows that the family income range is Rs. 2 lakh - 5 Lakh (2.4 %) in the study area of Kendrapara district, while the family income range is Rs. 2 lakh - 5 Lakh for (.4 %) students in the study area of Koraput district. Rest of students' family annual income is too low in study areas of selected districts. Due to this reason, many parents have no focus on their children's education. Those students are continuing their education with parents' negligence.

### **Important Provisions of RTE and related programmes**

The aim of all the provisions under RTE and some related programmes is motivating all parents for sending their children to school. And also 25 % reservation facility has available for backward class children in neighbouring schools completely free of cost. RTE is a Fundamental Right for all children up to 14 years old in India. In simple words, it means that the Government will be answerable for providing education to each one up to class VIII, freely, regardless of class and gender. SSA and MDM are related schemes, which are providing requirements to all the children. They were started to universalize quality elementary education, and bring about positive changes by growing accountability of schools to the community through greater participation of school management committees (SMC) and also parent-teacher associations (PTA). The MDM Scheme is launched to help in taking care of the nutritional needs of all the students up to class VIII. Some RTE-related programmes in Odisha include Samikshya Samadhan Sadhan and Samasthya. Samikshya Samadhan Sadhan is a challenge to help the teaching-learning procedure inside the classroom and to monitor the schooling development. The Monitoring Officers are also given scope to collect information such as Teacher's Post Allowed, Teachers Present on the date of visit, Number of classrooms offered, Attendance of the children/teachers, Enrolment

Situation of the School. Day by day many new methods of teaching are following for the better performances of students so, teachers of Elementary and Secondary Schools of Odisha are taking in-service training by organization of Samarthya. Regarding the content and pedagogical knowledge, motivational level, qualification, and level of learning are concerned. Because many teachers were engaged as an untrained teacher, they have not gone through pre-service training and later are underqualified in Odisha.

### **IMPLEMENTATION OF ‘RTE’**

Chapter V examines the status of implementation of all major provisions of RTE in the selected four schools of the study area, two each of Kendrapara district and Koraput district of Odisha. The status of implementation of the major provisions of RTE in these schools has included: distance of the school from student’s home, distributions of school uniform and textbooks, provision of MDM, toilet facility and drinking water, fee collection, scholarship distribution, provision of library, sports and physical education, computer facility, SMC, and problems faced by students, etc.

It was found that age proof is required for enrolment in schools while the aim of RTE is that any children will not return from school without admission. Children have enrolled under the appropriate age category in all the schools of these study areas (Table-5.1). All the schools are co-education schools so both gender students have enrolled in the study area of selected districts. More girls (54.9 % and 73.3%) have enrolled than boys (45.1% and 26.7%) in schools of selected districts. Most of the parents are choosing government schools for their girl child. So, gender discrimination is starting from own family side first. This study covers class VI- to class VIII schools of selected districts. The total number of students is found to fluctuate class-wise in the study area of selected districts as per (Table-5.3).

Different caste students are studying in this study area of selected districts. Most of SC (45%), OBC (34.1%), and Minority (15.9%) students are studying in the study area of Kendrapara district but General category students were very low (4.9%) percentage. It was similar almost with the selected district of Koraput like most of ST (49.7%), SC (33.3%), and OBC (14.7%) students are studying in the study area of Koraput district but General category students were very low (2.7%) percentage as

per (Table-5.4). Different religion children were in this study area of selected districts. Hindu religion (69% and 96.4%) children were higher than Muslim and Christian (15%) children in the study area of selected districts as per (Table- 5.5). All the children's mother tongue is Odia in the study area of Kendrapara district and the mother tongue of just four children in Tribal language Paraja in the study of Koraput district (Table-5.6).

Medium of teaching is most important for student and teacher so both should be familiar with their teaching language. This study reveals that only Odia language was the medium of teaching in the sample schools of selected districts.

According to RTE school should be available within 2 to 3 k. m. from students' residence. It was found that all the schools in the study area of Kendrapara district was within 2 to 3 k. m. The schools were also residential schools so distance students were staying in the school hostel but local students were coming walking. Many boys are from too far places like 3 to 9k.m. and more than 9k.m they are coming by bicycle while the average number 61 (27.1%) students' far from their home to school more than 9k.m. So, some of the distance students didn't come regularly but Transport and Escort didn't available for them here (Table-5.7).

Table 5.8 reaves that most of the children are from the economically weaker sections in our society so they are not in that standard their parents can afford school dress so lack of suitable clothing is another issue for not going to school. RTE is helping them. All the schools have distributed two pairs of school uniforms in a year except Jagannatha upper primary school of Kendrapara district in this study area due to the school having no valid SMC committee just because of disturbances of old SMC committee members.

Mid-Day-Meals has attracted maximum students for enrolment and regular in schools. This study has revealed that all the schools are serving very low standard MDM in this study area as per (Table-5.10). Hence different issues are coming in the way of quality education.

57.3% and 27%.1 students are going to open places for toilet purposes in the study area of selected districts while (41.5% and 72.9%) students are using school toilets in the study area. The toilet isn't available for boys. But this is very serious, if students

go to open places or outside of the school then it may be risky for children (Table-5.9). Cleanliness in the toilet is a sensitive matter because it has directly connected with students' health. If the toilet is not clean then students may be infected after using that. It will affect badly on their study due to this reason they may be irregular. All the schools' toilets are not clean or in too bad condition in the study area of selected districts (Table- 5.10). Water should be available inside the toilet then students can use the water for their cleaning purpose. Water is coming inside the toilet sometimes (54.9% and 80.9%) and water is never coming (19.55% and 19.1%) in the study area of selected districts. The toilet is not available for boys (25.6%) in the study area of Kendrapara district (Table-5.11)

As per the RTE act, govt is providing all textbooks in all schools but the entire Headteacher will collect those books on time from their concerned authority office. All the schools have distributed all the textbooks in this study area of the selected district.

RTE Act is for providing free and compulsory education to all the children but all the schools have collected fees from many students for Goddess Saraswathi and Lord Ganesh Puja in this study area of selected schools. But (15.9% and 3.6%) students have not been given this fee in this study area of selected districts because they don't come to any Hindu Puja due to their family pressure, they are not belonging to the Hindu religion (Table-5.12). This means some of the parents are teaching their children about castism feelings in this stage.

All the backward eligible children are getting a pre-metric scholarship as per the guideline of the pre-metric scholarship of Odisha. 61% and 82.7% backward eligible students have received the scholarship in this study area of selected districts and (39% and 17.3%) students don't get this scholarship because they were not eligible or any other issues in this study area of selected districts (Table- 5.13). But Pre-metric scholarship amount was not equal amount for all the students. The scholarship classification was in this way as under:

Table 5.15 shows that the government is providing scholarship to day scholars and hosteller students' different amounts. Day scholar students are covered from Class I to Class X. The rates of scholarships are:

Class VI to VII Rs.180/- per month for 10 months (for day scholar SC and ST Boys), Class VI to VII Rs.240/- per month for 10 months (for day scholar SC and ST Girls), Class VIII Rs.240/- per month for 10 months (for day scholar SC and ST Boys), Class VIII Rs.300/- per month for 10 months (for day scholar SC and ST Girls), Class I to VIII Rs.1050/- per month for 10 months (for day scholar minority students)

The students as hostellers are covered for scholarship from Class I to Class X. The rates of scholarships figures are: Class I to VIII Rs.750/ - per month for 10 months for boys, Class I to VIII Rs.800/- per month for 10 months for girls,

But some students didn't get scholarship (22% and 46.7%) because the teacher was not helping only for the lengthy process for OBC students in the study area of selected districts (Table- 5.15). Many students are eligible for scholarship but they are not getting due to some reasons. Many students don't get scholarship for these reasons Not Applied (12.2%), Teacher and parents not helping due to lengthy process for OBC students (9.8%), Problem for issuing Caste and Residence Certificate (7.3%) in the study area of Kendrapara district while some of the reasons such as Not Teacher and parents not helping due to lengthy process for OBC students (13.8%), Problem for issue of your Caste and Residence Certificate (1.8%) in the study area of Koraput district.

Library is a source of knowledge. Library with verity of books is very essential because books develop good habit of reading and understanding among the students. Library was available in sample schools of selected districts except Lahuriguda upper primary school because separate small size room was available in this school (Table- 5.16).

Sports have a great role for students in the elementary education level. All the students in the selected schools of Kendrapara and Lahuriguda upper primary school (33.8%) of the Koraput district participate sometimes in some sports activities. Only Pujariput upper school students (66.2%) participate regularly in sports such as Football, Volleyball, Long Jump, High Jump, Hide and Seek, Skipping, Race, and physical education teacher is guiding them (Table-5.17, 18 and 19).

The facility for Computer Class is in very limited in Schools. Many students are not attending computer class due to different reasons like computer not available in

Jagannath upper primary school, computer teacher not available so computer room is locked by headmistress in Mahipal upper primary school. (33.8%) students are attending computer class in Lahuriguda upper primary school but (66.2%) students are not attending due to unavailability systems, electricity, and computer teacher available in Pujariput upper primary school (Table-5.20). In the Covid-19 pandemic period, students are unable to connect with the digital study properly.

Table 5.21 reveals that some problems are creating disturbance in students' education. (40.2% and 18.17%) some students have subject difficulty in all subjects in study area while (1.2% and 4.9%) some have no difficulty in understanding any subject. Some other students have one and more than one subject/s difficulties area (Table-5.22). Table 5.23 reveals that many reasons for not understanding subjects, such as not coming regularly (6.1% and .9%), classes not held regular (18.3% and 56.9%), teachers is not teaching well (1.2% and .4%), teachers are not sufficient, so one teacher is compelled to teach many subjects (23.2% and 2.7%), teaching language is different from mother tongue (23.2% and 10.2%), weak in pre-schooling period (24.4% and 23.1%) and they are enjoying all subjects (3.7% and 5.8%) in the study. Above mention reasons create obstacles in the implementation of RTE.

RTE has banned any kind of punishment in elementary education. But students are getting punishment due to becoming irregular (25.6% and 9.3%), When not attentive (15.9 % and 62.2%), not understanding teaching (4.9% and 2.7%), disturbing class (46.3% and 7.1%). Students get various types of punishment such as beating, scolding and informing to their parents in the study area (Table- 5.24 and 25).

According to RTE guidelines, teachers should not be given any non-education work. But they are doing various non-education work in the study area of selected districts such as MDM Work like food service to students cooking staff, Kitchen gardening work, Room cleaning work, students sent outside the school for print, school teacher's home for collect any paper and Marketing like grocery and vegetables, wood bringing for MDM (Table- 5.26).

Availability of Time for Study at Home: Here parents have the most important role for not loss of students' time then they may study in that available time at their home. But this study reveals that students have available time to study at home regularly (3.7% and 4.0%), sometimes (75.6% and 75.1%), and never (20.7% and

20.9%) in the study area as per (Table- 5.27). Those students are not getting time at their home they are unable to remember their whole day classroom study at home then some of the doubt has continued.

Teaching/guidance in Study at Home: Implementation of RTE is depending on Govt, teachers, students, and parents mainly at the elementary education level. This study reveals that who is teaching/guiding students at their home. Mother (2.4% and .9), tutorial sir (32.9% and 5.3%), School teachers teaching on payment base (24.4% and .4%) are teaching/guiding to students in the study at home in the study area while nobody (40.2% and 69.3%) is teaching guiding the students in the study at home in the study area but the only father is teaching/guiding to students in the study at home in the study area of Koraput district as per the (Table-28). Multiple reasons are responsible for not studying at home in the study area of selected districts such as for earning money. Insufficient job opportunity after study, Heavy dowry, not applicable because my family is encouraging for my study, to do domestic work, lack of security while going to school or at school and or local rowdy boys (Table-5.29).

Under the provision of RTE, SMC members have an important role in motivating all children to come to school regularly. But (61% and 33.8%) students stated that SMC members were never motivated, while (39.0% and 66.2%) students were motivated by SMC members sometimes in the study area of selected districts (Table-5.30). Further, it was found that SMC members are creating disturbances regularly (61%) and sometimes (39%) in the study area of Kendrapara district, and (39% and 100%) SMC members are creating disturbances sometimes in Mahipal upper primary school of Koraput district (Table-5.31).

### **‘RTE’ and Quality of Elementary Education**

Quality has a most important role in the success of education especially for the development of elementary education and implementation of the RTE. It may prepare all the children for life, not just for only learning outcomes. Quality education provides all the necessary resources and promotes the all-round development of the child.

The provision of quality elementary education is one of the important objectives of the RTE Act 2009. All the children should get quality education particularly in government schools, so Govt. has taken several steps for providing quality education in India including the state of Odisha. This study has examined the main facts of quality indicators of elementary education in selected four sample schools of Odisha. Those major indicators of quality of elementary education examined, here, are: - teacher-related (like teacher-student ratio in schools, qualification teachers, vacant post), infrastructure-related (school building, classrooms, drinking water, toilet, playing grounds availability), teaching-learning related (like trends of enrolment and attendance percentage, mode of examination and evaluation, teaching aids), and school management related (like the functioning of SMC, PTA, etc). These indicators have been examined as per five main categories in chapter VI like Quality situation related to teachers, Quality related to infrastructure in schools, Teaching- Learning in schools, and school management (SMC), Enrolment and attendance of the student.

It was found that all sample schools are running with the vacancy of teachers in study areas. Lady teachers are insufficient. There is also a problem with the appointment of types of teachers, adjustment teachers, and deputation teachers. Many teachers are not even graduate so they can't teach correctly due to a lack of training in elementary education. There was no headteacher available in a one-sample school (Mahipal Upper Primary School) of Kendarpara block. Teacher to student ratio was also low. There is a serious scarcity of good teachers in all sample schools of both study areas. All schools have some trained teachers in the study area of selected districts. But many teachers are teaching more than one subject but not as a specialized on that subject due to subject teacher absence, vacancy of teachers like Hindi and Sanskrit. Two types of teachers are available as permanent and contractual in the study area (Table-6.1). These all are the obstacles on the path of quality education. Two sample schools have Vacancies of Hindi subject, Sanskrit subject teacher in the study area of Kendrapara district while there is no vacancy of teachers in the study area of Kendrapara district (Table- 6.2).

Further, it was found (Table-6.3) that the average number of rooms is (12) in Pujariput Upper Primary School while just (8) rooms are in the Koraput district. And rooms 9 rooms are there in Jagannath U. P. School, but just (8) rooms are in Kendrapara district. All available rooms are insufficient for becoming a separate class in all sample schools of both selected districts. Another big problem is no room

available for a separate common room for girls, Student's common room for boys, staff room, lady teachers common room separate, library room not in Jagannath Upper Primary and Lahuriguda Upper Primary School, Science room, Music and Art room, Kitchen room not in Mahipal Upper Primary and Lahuriguda Upper Primary School, Science laboratory in all sample schools. Average numbers of rooms are not in good condition means the poor condition in all sample schools.

Hostel facility is available for both in Lahuriguda Upper Primary School School while the hostel is available for only girls in Pujariput Upper Primary School of Koraput district. But the hostel facility is not available in both sample schools of Kendrapara district. The study reveals that hostel building conditions are so poor in Lahuriguda Upper Primary School, but hostel building conditions are good in Pujariput Upper Primary School of Koraput district. Cooking room and dining hall are mandatory in all schools. In Jagannath Upper Primary School there is a kitchen room available, but no dining hall is there, so students are taking MDM in the school's veranda while the Kitchen room and dining hall are not available so MDM is preparing in an open and unhygienic place in Mahipal Upper Primary School. Permanent kitchen room and the dining hall is not available, so students are taking MDM in school's veranda in Lahuriguda Upper Primary School and the Details of MDM cooking place is Kitchen Room available, but no dining hall so students are taking MDM in school's veranda in Pujariput Upper Primary School. The old and dilapidated building is dangerous for children and teachers. All the schools are running in some good and some old condition building Some classes running in old and dilapidated building and there is the shortage of classroom. Compound Wall in schools is necessary for children's safety purposes. All selected schools are situated on the roadside with the broken and half compound in the study area of selected districts. All sample schools don't have playgrounds in the study area of selected districts. Bench and desk are not available at all government schools. And more than two classes are running in a single classroom so all the children are seating on the floor in the classrooms. The seating arrangement of children is in a haphazard manner in Jagannath Upper Primary School and the seating arrangement of children is two parallel rows facing each other in Mahipal Upper Primary School of Kendrapara district. But seating arrangement of children is in a number of rows behind one another in Lahuriguda Upper Primary School and in rows behind one another, Circle/semi-circle in Pujariput Upper Primary School of

Koraput district. The researcher observed it was very difficult to control more than two classes' students by teachers in a single classroom. It is essential that clean drinking water is available in schools. But students are drinking unclean water in two sample schools of Kendrapara district and one sample school in Koraput district. Only one sample school of Koraput district has clean water for drinking. Other necessary facilities are also required to provide quality education in elementary education. Available facilities are toilets for girls and boys, dustbins, electrification, cupboard, the proper road in sample school and toilets for girls, dustbins, electricity, cupboard, computer for students, play materials, the proper road in the selected schools of Kendrapara district. While the available facilities are toilets for girls, dustbins, electricity, cupboard, computer for students, boundary wall, play materials, the proper road in Lahuriguda Upper Primary School and girls' toilets, dustbins, electricity, shelves, new computers but not used due to not installation, less furniture, boundary, play items, space for activities, the road in the selected schools of Koraput district.

Pictures and decorations on school walls help students remember much information. Those painting are School Cabinet and Meena Manch Information Board, Ama Lekha Ama Chitra, Map of Odisha, School Information Board, Financial Display Board, Idea Box, Height Measurement Scale, India and Odisha Map, Scholarship figures on the wall, MDM Meals Menu on the walls of all sample schools of Kendrapara district. TLM-based pictures, Tribal Art, India, Odisha Map, Scholarship figures, MDM Meals Menu, height measurement picture on the wall of sample schools of Koraput district. Here, some decorations are different from sample schools of Kendrapara because Koraput is a tribal district. Moreover, the study reveals that most of the decoration/wall paintings are very poor visibility, and also many of them are not visible in sample schools of Kendrapara district and Lahuriguda Upper Primary School of Koraput district. Most of the decoration/wall paintings are well visible and also some are not visible in Pujariput school of Koraput district. RTE funding support is required for the development of infrastructures and other facilities in schools. Infrastructures and other facilities developed works are pending in the study area of selected districts and funding records were not available in all sample schools of selected districts.

Teaching aids are provided under RTE in elementary education. Teaching aids have been provided in all sample schools of both selected districts but are not of good quality. Teaching equipment and aids are Flashcards, Maps, Charts, Global, Models, some science equipment, hanging cards all these regular uses for teachers in sample schools of selected districts.

As per ICT norms under RTE, teachers must use the computer for preparing their lesson plan for the class. But most teachers don't know computer operating. Teachers are not using computers in lesson plans for the class in sample schools of both selected districts. Also, schools don't have computers or computer instructors or electricity.

The exam is the last stage of quality education. It was found that students' knowledge is examined by monthly tests, half-yearly tests, and annual tests in all sample schools of both selected districts continuously. Teacher of their own school is checking papers of the monthly exam but half-yearly and yearly exam paper are checked by other school teachers in both sample schools of Kendrapara district while subject teachers are checking all exam paper in both sample schools of Koraput district.

RTE guidelines state that SMC is mandatory in all schools for the management of school development at the elementary education level. But it was found that most members don't know their responsibility for their school. Just their name is counting as an SMC member on pen and paper. Jagannath Upper Primary School does not have SMC and lacks quorum in PTA meetings. But Mahipal Upper Primary School has a valid SMC. And valid SMC is in the study area of the Koraput district.

Jagannath Upper Primary School has no SMC committee but nineteen (19) members were there in Mahipal Upper Primary School of Kendrapara district, while eleven (11) members are in Lahuriguda Upper Primary School and 9 members are in Pujariput Upper Primary School of Koraput district.

According to the RTE norm, (50%) women are required to be members of SMCs. Eleven (11) members were women in Lahuriguda Upper Primary School and nine (9) members were women in Pujariput Upper Primary School of Koraput district. But the SMC has failed to perform its duties up to the level of people's and Govt expectations. As per some teachers, SMC members eye schools to fund and do not

care much for school development works. But many teachers and students said that few SMC members were doing their responsibility. Generally, the sample schools' SMCs were involved in different development works, excluding Jagannath upper primary school. It was found that SMC members are not attending their meetings regular in Mahipal Upper Primary School of Kendrapara district. But SMC members are attending their meetings regularly in Lahuriguda Upper Primary School SMC members are not attending their meetings regularly in Pujariput Upper Primary School of Koraput district. Jagannath Upper Primary School has no SMC committee Fund generation, School attendance, Quality of education, Accountability of teachers are generally the main agenda of SMC meetings in the rest of the sample schools.

Parents' feedback is important for improving quality education as per RTE. But most patients are illiterate or just literate and are so poor that they are busy earning and lack proper knowledge about the benefit of education. But parents are giving their feedback to the teacher in the Jagannath Upper Primary School of Kendrapara district, but parents are not giving their feedback to the teacher in the rest of the sample schools of both selected districts.

As per RTE norms, all schools should prepare a school development plan regarding their school's demands which is most important for the development of elementary education. Jagannath Upper Primary School had prepared a school development plan regarding the need for teachers, boundaries, playing ground, dining hall for students while Mahipal Upper Primary School has not prepared a plan in Kendrapara district. Lahuriguda Upper Primary School has not prepared a school development plan while Pujariput Upper Primary School had prepared a school development plan in the Koraput district. Further, this study, reveals activities like ensuring enrolment, encouraging for regular attendance in school, suggestions for improvement in studies of children were done by PTA of Jagannath Upper Primary School, while activities to increase enrolment of students, to participate in different school's situations was done by PTA of Mahipal Upper Primary School in Kendrapara district. Most PTA member has no time to carry out their responsible activities in Mahipal Upper Primary School. Attending regular meetings and giving valuable views, involvement in awareness programs, and enrolment drive was done by the PTA of Pujariput Upper Primary School in the Koraput district. The interaction between parents and teachers is most important for better performance of a child but this study reveals that parents of all

four selected schools have discussed with teachers sometimes not regularly as the sincere parents.

MDM is a great step for increasing enrolment and attendance rates at the elementary education level. But due to this program teachers are suffering a lot. Per day all Head Teachers are calculating account records and doing so many documents works MDM related and other non-education works means to arrange and submit of verity vouchers as a clerical staff on time then those head Teachers are going to their respective BEO and DEO office with all up-to-date file and report. Head Masters feared to conduct this MDM work day by day because all rules and regulations change regarding MDM and other non-education works but now these days MDM is served by local Self-help groups (SSGs). A few months ago, this responsibility has handover over to the local SHG. But still Head Master has a leading role in assisting that group in withdrawing funds from the school MDM account. Govt is crediting MDM monthly amount in the school's MDM account late. Moreover, teachers are doing so many non-educations works with their school duty. All the teachers are doing so much non-education like MDM work, Preparation of bank account, and Caste certificate, Election duty, in three sample schools of in selected districts. And BLO duty, Exam Invigilator in the metric and +2 levels, Census by teachers in Pujariput Upper Primary School of Koraput district.

Schools are running with insufficient teachers. More than one class sits in a single room. So, students make noise in the classroom in Jagannath Upper Primary School. A single teacher looking both class students in Mahipal and Lahuriguda Upper Primary School. Sometimes some subjects' syllabus can't complete before the examination Pujariput Upper Primary School in the selected Koraput district (Table-6.34). All schools need non-teaching staff for doing non-education and official record work. The study reveals that non-teaching staff is not available in Jagannath upper primary school in Kendrapara district. But the non-teaching staff is available in the rest of the sample schools of selected districts.

RTE bans payment of fee in school (Table- 5.12). But money was collected from students to celebrate Goddess Swarasti Puja and Lord Ganesh Puja in their schools. Only (15.9% and 3.6%) students did not contribute in the study area of selected districts due to being non-Hindu and those students don't come to school on Puja

because their parents prohibit them because they think that this Puja is of Hindu religion. Caste discrimination was being observed in the sample schools. For example, at the timing of MDM taking in schools upper-caste students sit from lower caste students sit separately from lower caste students. Lower caste students play alone from upper-caste students. In Puja, lower-caste students come they touch the arranged elements for this Puja. All these issues hinder implementing RTE in elementary education.

Girls' security is another most important matter in elementary education. Parents are interested to send their daughters to school. But children should be safe in schools this is important for providing quality education. Moral teaching was suggested in Jagannath Upper Primary School, Lahuriguda Upper Primary School, and Pujariput Upper Primary School, while toilet for girls was suggested in Mahipal Upper Primary School.

RTE mentions about the teacher's role in the universalisation of elementary education. Observing Prabesh Ustav in School and discussing in PTA meeting are the steps for universalisation of elementary education in two sample schools of Kendrapara district while awareness program in SMC and PTA meeting is the steps for universalisation of elementary education in both sample schools of Koraput district. Teachers, Parents, SMC PTA members have been taken different steps for UEE like Observing Prabesh Ustav in School and discussing in PTA meetings, awareness programs, etc.

(Table- 6.4 and 6.5) reveals that Enrolment and attendance of students are an important concern in elementary education under the RTE. In 2010 RTE was introduced and in 2017-18 this study was conducted. It was found that enrolments of boys and girls (-2.38% and -39.64%) have decreased in 2017-18 over 2009-10. Only the attendance rate has increased of SC boys (11.63%) compared with students of all other categories in 2017-18 (over 2009-10). In fact, the enrolment rate was fluctuating little bit after the implementation of RTE as per the data of class register in Sc boys

The study found that attendance of all students from all categories has increased, except general category girl students, in 2017-18 (over 2009-10). Attendance of boys (3.77%) is higher than girls (0.09%). Attendance of SC girls (7.64%) is higher while OBC boys (1.86%) are lower (Table- 6.5). The study reveals that Jagannath U.P

School's dropout rate was nil in 2009-10 and 2017-18. RTE has achieved success to motivate parents and children to continue studying. There was no Overage student enrolled under special learning in elementary education in Jagannath Upper Primary School 2017-18.

Maximum number of girl students (66) were enrolled than boys (46) in 2017-18 in Mahipal Upper Primary School. Enrolment of SC girls (46) was higher while enrolment of SC boys (1) was lower. ST students were not enrolled in 2017-18. Girl students have enrolled in higher number than boys in all categories (Table-6.6). This school is located in the town area of Kendrapara district, and middle-class parents prefer Govt School for their girl child. Further, (Table- 6.7) reveals higher average attendance of boy students (89.6%) in 2017-18 over 2009-10, while girl students (84.1%) had lower attendance rate. ST category student was nil in this school. But girls (66) have enrolled higher than boys (46) (Table- 6.6) in Mahipal Upper Primary School of Kendrapara district. Moreover, the study reveals that the dropout is nil in elementary education in Mahipal Upper Primary School (2017-18). No student has enrolled as an Overage student under special learning in elementary education in Mahipal Upper Primary School. The enrolment, attendance, and dropout records of the 2009-10 session were not available in this school.

Table- 6.8 reveals that higher numbers of ST students have enrolled in Lahuriguda Upper Primary School, while lower number of students is SC. General category student is nil. But girls' number (148) are higher than boys (75) in enrolment in 2017-18 in this school of Koraput district which is located in a remote area.

The attendance rate of boy students (82.91%) is higher than girl attendance (81.19%) in 2017-18. The attendance of OBC boys (88.2%) is higher than all other categories of students' attendance rate, while ST boys (76.4) are lower attendance rate in 2017-18. The General category student was nil (Table-6.9). This school is situated in Koraput district. It is SC and ST tribal residence school. This school has hostel for Boy and Girl students inside the school campus. Many students are staying in the hostel. The records of enrolment, attendance, and dropout of academic sessions (2009-10) in Laguriguda Upper Primary School are not available to the school's Head Mistress.

Higher numbers of ST girl students (147) have dropped out in Lahuriguda U.P School while the lower numbers of SC boy students (75) have dropped out. Higher numbers

of girl students (119) have dropped out than OBC boys (4) in this school (Table-6.10). Any Overage student under special learning did not enrol in elementary education in Lahuriguda Upper Primary School.

The higher number of boy students (78.95%) have enrolled in Pujariput Upper Primary School in 2017-18 over 2009-10, while the lower number of girl students (-12.37%) have enrolled in 2017-18 over 2009-10 in this school. In the 2017-18 session, boy students have increased than girls. Enrolment of SC boys and ST has increased more than general category boys and all categories girl students in 2017-18 over 2009-10 (Table-6.11).

There was a higher average attendance rate of boys (8.09%) and lower attendance rate of girls (2.53%) in attendance in 2017-18 over 2009-10. The attendance of OBC boy students was higher (86.6%) in attendance in 2017-18 over 2009-10, but the attendance of SC boy students (3.71%) was lower in 2017-18 over 2009-10. In 2017-18, the attendance rate of all categories has increased except the general category of girl students. Attendance of General category girl students (-0.07%) have decreased in 2017-18 over 2009-10 as per (Table-6.12).

The study also reveals that the dropout was nil in elementary education of Pujariput Upper Primary School. This school is situated in the town area and is also a residential school but here the hostel facility is only for girls. Table- 6.13 reveals that only girl students have enrolled overage under special learning in Pujariput Upper Primary School in 2017-18. The number of SC girl students (66) enrolled as overage under special learning is higher than other categories while the least OBC girl students (3) have enrolled overage under the special learning process.

### **Problems Related to Elementary Education**

So many problems are in the elementary education level and implementation of RTE. Maximum primary and upper primary schools are unable to follow all the provisions under RTE due to many problems. (Table- 6.1, 6.2, 6.3) reveals so many problems in Jagannath Upper Primary and Pujariput Upper Primary School, like lack of lady teachers, infrastructure, non-teaching staff, no SMC, appointment of contractual and Para teacher. Lacks of infrastructure like classroom, playground, toilet for boys,

dining hall lack are problems are in Mahipal Upper Primary School of Kendrapara district.

Jagannath upper primary school didn't distribute uniforms to students due to no valid SMC committee (Table- 5.8). All schools are providing very low-standard MDM. Many students are going to open places for toilet purposes because schools don't have separate toilets and unclean water is coming inside the toilet (Table- 5.9, 5.10, and 11). Some students are paying fees for Saraswati and Ganesh puja in selected schools (Table-5.12). Many students didn't receive scholarship due to different reasons (Table-5.15). Students' participate in sports activities sometimes (not regular) due to adjusting sports teacher or but lack of playground in some cases (Table- 5.19). Computer education is very important in this digital period but students didn't attend because some schools don't have a computer and some schools don't have electricity and computer teacher (Table- 5.20). Students face difficulty in understanding subjects due to various reasons in selected schools (Table- 5.22 and 23). Punishment has been banned strictly under the RTE act in elementary education but some students are getting punishment from teachers in these schools (Table- 5.24). Students do various non-educational work by the instruction of teachers (Table- 5.26). Many students are not getting enough time to study at home (Table-5.27). School teachers should not engage intuition but some teachers are teaching their students and taking money from students (Table- 5.28). SMC members create disturbance in some schools sometimes (Table- 5.34). There are some problems with quality situations related to teachers (Table- 6.1, 6.2, 6.3)). Teachers get busy in different non-education work. Selected schools don't have staff for doing non-education work. Caste discrimination is still found in some school activities. Today also, some parents are of conservative mind for their girl child education, but many parents are interested in their girl child education. Schools don't have satisfactory level security facilities for girl students. Enrolment is found to decrease or fluctuate in selected schools but the attendance rate is increasing (Table-6.5, 6.7, 6.9, and 6.12). Drop out has not stopped till now after providing many facilities in one school among four selected schools due to some causes (Table- 6.10). Some students have enrolled as overage students under special learning process in elementary education in Pujariput Upper Primary School (2017-18).

**Conclusion**

On the basis of above discussion of the main findings of the study, it emerges that RTE provisions and related schemes introduced for universalisation of elementary education in Odisha are comprehensive in nature. Secondly, it is clear that the implementation of the provisions of the RTE Act in the sample districts of Odisha is far from satisfactory. Thirdly, the impact of RTE Actin on improving the quality of elementary education varies across the sample districts of Odisha.

**Suggestions**

Here are some suggestions for complete universalisation of elementary education through the implementation of the RTE Act 2009:

1. Trained teachers may ensure providing quality education in elementary education. Because professionally they are trained to teach properly. Hence, all teachers should train.
2. No teacher should engage in any kind of non-education work. Only they teach to students with a focus on students' overall development.
3. No child should t face obstacles in his/her admission due to lack of relevant document indicating his/her D.O.B with parental details. Then the child of migrant labour and orphan child may take admission easily.
4. Better infrastructure needs to be enhanced in schools to attract all children and motivate those parents. This includes sufficient classroom, Kitchen room, dining place, School compound, playground, electricity in all necessary place including classroom, separate toilet for boys and girls, girls' common room, a hostel for distance students and teachers, Library room, Science laboratory room, office room for Head Master, seminar hall, school gate, drinking water, the proper road to come to school, etc.
5. Sanction of grants/funds for schools needs to be related in time to solve maximum problems of schools.
6. All the equipment of education may be useless without a teacher. So, the teacher should be made available as per Pupil-Teacher Ratio (PTR). Teachers

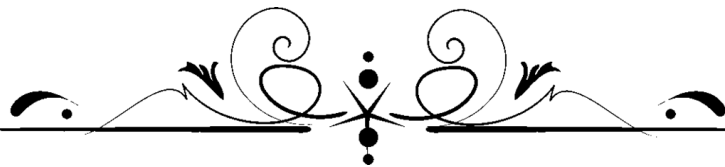
may try to find different effective methods to make attractive and independent classrooms where all children may study as good learners.

7. There is a need in schools to make available computer and computer instructors. During this Covid-19 pandemic period students have been studying by online mode but government school students' condition is so miserable regarding online learning because maximum children belong to a poor family. So, they do not have computers and smartphones and also, they don't have the knowledge to operate these instruments. Govt needs to focus on this problem without any delay after the covid-19 experience.
8. Appointment of lady teachers in all the schools will help girl students feel comfortable to share their sensitive matter with them than with male teachers.
9. The child needs pre-schooling before enrolment in elementary education. New education policy 2020 has included early childhood education as pre-primary schooling. This would help reduce dropouts and improve students' performance in elementary education.
10. Education needs to be for complete physical, mental, psychological, and spiritual well-being. This may be imparted to all children.
11. Section 6 of the RTE Act made an obligation to the State, to establish required educational institutions within eight years from the commencement of this Act. But the State at any time set back due to bad financial position, which should be not treated as an excuse by the authority. This provision may be strictly implemented irrespective of the financial position.
12. Section 10 of the RTE Act makes it an obligation for the parents and guardians to send their children to school. Those who are aware of following, but the first-generation people are not aware of the law. So, it should be the duty of the Government to take essential steps for monitoring every family which has children who need elementary education.
13. Section 12 (c) of the Act makes it unavoidable for each and every private school, aided and unaided schools, to admit children belonging from the weaker and deprived group at the entry-level class 25% reservation. This needs to be implemented strictly.

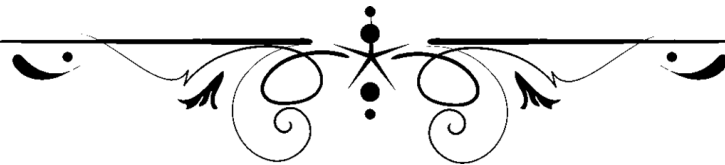
14. The Government may watch the minority institutions. In primary and upper primary education all the institutions should be treated equally. So, the RTE provisions should be implemented in such a way the elementary education is provided to all children irrespective of any discrimination, religious or otherwise.
15. As per Section 16, an admitted child shall not be failed/be expelled in any class up to the completion of elementary education in her/his school. It is accurate that failing a child may healthy reason the child doubts his/her aptitudes. The Government fails to appreciate that failing a child also attends as a caring mechanism. Word 'Fail' has always worked for a child to study sincerely with positive expectation for his/her better result. Fail result serves as a blessing to motivate for their better result. As well, delaying the child in the same class ensures that the child learns the exact set of skills needed for his/her development, and so is a more scientific method. Promoting the child to the following class irrespective of his or her presentation in the previous class would also, in a way, be treating the less meritorious students at par with other good students who put in hard labour and meritoriously achieved a position to reach the next level which is becoming partial to those good students. So, the provision of fail' needs to be included in RTE Act.
16. Govt. may check the recognition certificate of all private schools whether they follow RTE Act. If not, they should not be permitted to purpose, under Section 18 of the RTE Act. If such a school is already functioning, the Right to Education Act advises that it be shut down within three years if it fails to meet models.
17. If the recognition is cancelled to any school, then the appropriate government may take appropriate steps in accommodating the children in different schools nearby their dwelling place. For that, the appropriate government may give some benefits to those schools which accommodate those children.
18. Section 17(1) of the RTE Act forbids physical punishment or psychological harassment of students. Many students are not studying sincerely because of complete absence of even light punishment. The Act prohibit any kind of punishment, which needs to be done.
19. Section 24 of this Act orders punitive measures to be undertaken in case of nonattendance and carelessness of duties by teachers. While the Act suggests

- the minimum responsibilities to be accepted by each teacher, no measure is provided for elevated performance by teachers, which needs to be done.
20. Section 28 of the RTE Act has given an order that no teacher will involve himself or herself in private tuition activity for additional income, but many teachers are not following this provision School authority must take strict action against them.
  21. All the members of our society should inspire students, not to drop out. They may motivate irregular students as well about the benefit of free and compulsory education.
  22. The Act seems a little conscious, but some aspects are missing concerning disabled children. Disabled children may enrol in normal school as per RTE. Govt should help those children by providing all the necessary facilities.
  23. National Commission for Protection of Child Rights and the State Commission for Guard of Child Rights may help on any complaint relating to the rights of a child beneath this Act. A person may write a grievance to the concerned local authority within that authority, which needs to be followed.
  24. Nearest health centre doctors may visit nearest schools for checking students and teachers' health two or three times a year.
  25. Compulsory and free education should be made available till Class XII/Intermediate. Many parents, as well as students, will access this free education up to Intermediate. It should cover school fees, free books, food, uniform clothing, shoes, and cycle, also accommodation to all needy students inside the school campus so that poor parents are able to get their children educated at least up to Class XII.
  26. All the incentives like books, uniforms, shoes, etc. need to be provided to students at the opening of the academic session.
  27. The standard of MDM requires to be improved, which will attract every child of the backward society in Odisha, as well as other States.
  28. PTA and SMC members need training for fulfilling their responsibilities, including preparation of school development plan.

29. All schools need to appoint counsellors to counsellor those children, teachers, non-teaching staff, SMCs members, and PTA who face problems related to elementary education. Many students and teachers face personal or professional issues. For example, many students have exam fear, fail fear, feel nervous to answer teacher's questions in front of other students in the classroom and also sometimes some students suffer from mental frustration due to financial crisis or conjugal fight in their family. Many teachers have tensions like transfer issues, distance issues, non-education workloads. Some teachers have personal family or health issues, etc. Teacher and student may be able to sort out her/his problems after sharing with a counsellor.
30. These days some Ministers, bureaucrats, and other high-profile people are adopting government schools. This great effort may change the luck of government schools but they should not interfere in the functioning of a school.
31. Though the state of Odisha has the commitment to offer elementary education to all children, NGOs and other civil society partners should make their contribution to govt. schools for providing quality education.



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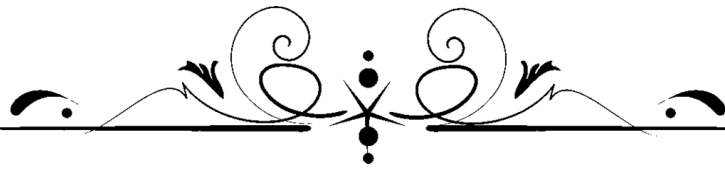
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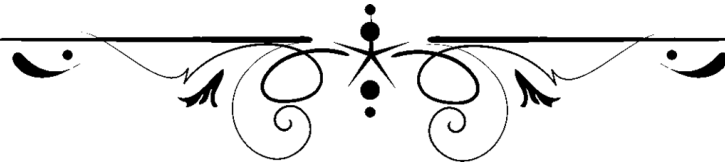
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# *Appendices*



# APPENDICES

**DEPARTMENT OF SOCIOLOGY**  
**SCHOOL FOR AMBEDKAR STUDIES, BBAU, LUCKNOW**  
**Topic: “Elementary Education and RTE: A Study of Selected Districts of Odisha.”**

## INTERVIEW SCHEDULE FOR STUDENT

### I. PERSONAL INFORMATION (ABOUT STUDENT)

1. **Name of the student** :- \_\_\_\_\_
2. **School Name and Place details:-** \_\_\_\_\_
3. **Age** :- \_\_\_\_\_
4. **Gender** :- a- Boy ( ), b-Girl ( ), c- Other ( )
5. **Class** :- 1- VI ( ), 2- VII ( ), 3- VIII ( ),
6. **Caste** :- 1- SC ( ), 2- ST ( ), 3- OBC ( ),  
4- General ( )
7. **Religion** :- 1- Hindu ( ), 2- Muslim( ), 3- Christian ( ),  
4- Buddhist ( ), 5- Other( )
8. **Mother tongue :-** 1- Odia ( ), 2- Tribal language( ),  
3- Telgu ( ), 4- Bengali( ), 5- Hindi ( )
9. **Medium of teaching:-** 1- Odia ( ), 2- Gutob & ollari( ), 3- desia( ),  
4- Parija ( ), 5- Telgu( ), 6- Bengali ( ),  
7- Hindi ( )

### II. SOCIO-ECONOMIC BACKGROUND OF RESPONDENT’S FAMILY

10. **Father’s educational qualification** :- \_\_\_\_\_  
1- Illiterate ( ), 2- Up to 5<sup>th</sup> class ( ), 3- Up to 9<sup>th</sup> class ( )  
4- Up to 10<sup>th</sup> class( ), 5- Higher secondary pass ( ), 6- Graduation ( ),  
6- Post Graduation( ) 7- Others \_\_\_\_\_
11. **Father’s occupation** :- \_\_\_\_\_  
2- Farmer ( ), 2- Business ( ),  
4- Private Salaried Person ( ), 4- Government service( ),  
6- Politics/Social Service ( ), 6- Daily wages( ),  
8- g-Not working ( )
12. **Mother’s educational qualification** :- \_\_\_\_\_  
1- Illiterate ( ), 2- Up to 5<sup>th</sup> class ( ), 3- Up to 9<sup>th</sup> class  
( )  
4- Up to 10<sup>th</sup> class ( ), 5- Higher secondary pass ( ), 6- Graduation ( ),  
6- Post Graduation ( ) 7- Others \_\_\_\_\_
13. **Mother’s occupation** :- \_\_\_\_\_

- 1- Farmer ( ), 2- Business ( ),  
 3- Private Salaried Person ( ), 4- Government service( ),  
 5- Politics/Social Service ( ), 6- Daily wages( ),  
 7- g-Not working ( )
14. How many male members in your family? (Male No. \_\_\_\_\_)
15. How many female members in your family? (Female No. \_\_\_\_\_)
16. Which type of house you live in? \_\_\_\_\_  
 1- Pucca ( ), 2- Kachacha ( ), 3- Mixed ( )  
 4- Thatched ( ), 5- Tent and polythene cover ( ), 6- Open place ( ),  
 7- Rent house ( ), 8- Others \_\_\_\_\_
17. Major sources of family income:- \_\_\_\_\_  
 1- Farmer ( ), 2- Business ( ),  
 3- Private Salaried Person ( ), 4- Government service( ),  
 5- Politics/Social Service ( ), 6- Daily wages( ),  
 7- g-Not working ( )
18. Total annual income of family. \_\_\_\_\_  
 1- Below Rs. 10,000/- ( ), 2- Rs. 10,000- 25,000 ( ), 3- 25,000-50,000 ( ),  
 4- Rs. 50,000-100,000 ( ), 5- 1 Lakh-2 Lakh ( ), 6- 2 Lakh-5 lakh ( ),  
 7- More than 5 Lakh ( ), 8- Others \_\_\_\_\_

### III. PROVISIONS UNDER ELEMENTARY EDUCATION COVERED BY RTE

19. How far is your house from school?  
 1-Less than 1 km( ), 2- Within 1 to 3 km ( ), 3-Within 3 to 6 km ( )  
 4-Within 6 to 9 km ( ) 5- More than 9km ( )
20. How do you come to school?  
 1- By walk ( ), 2-By school transport ( ), 3-By your own bicycle( )
21. Have you received time table for pursuing your activities from school?  
 1- Yes ( ) 2-No ( )
22. In which medium your teachers teach you all in class room except language subject?  
 1- Odia ( ), 2- Gutob ( ), 3- Ollari ( ),  
 4- Desia ( ), 5- Parija ( ), 6- Telgu ( ),  
 7- Bengali( ), 8- Hindi ( ), 9- Other \_\_\_\_\_
23. How many uniforms school provided to you in this year?  
 1-One ( ), 2- Two ( ) 3- None ( )
24. Do you get food at lunch time MDM in your school? 1- Yes ( ) 2- No ( )
25. If yes, how?  
 1- MDM regularly and good ( ), 2- MDM irregularly( ), 3- Snacks Items( )  
 4- Very low standard MDM( ), 5- Not at all ( ), 6- Any other. \_\_\_\_\_

26. Does the Mid-Day-Meal attract you come to school? 1- Yes ( ) 2- No ( )
27. Do you have health check-up facility in the school? 1- Yes ( ) 2- No ( )
28. If yes how many times? 1-Quarterly ( ), 2- Half yearly ( ), 3-Yearly ( )
29. Does your school provide iron tablet to you?  
1- Yes regularly ( ), 2- Sometimes ( ), 3- No ( )
30. Where do you go for toilet purpose in the school?  
1- Open place ( ), 2- School toilet ( ), 3- No toilet in the school ( )
31. What is the condition of toilet in the school?  
1- Clean ( ), 2-Not Clean ( ), 3- Too bad ( )
32. Whether water is coming in toilet or not?  
1- Yes regularly ( ), 2- Sometimes ( ), 3- No ( )
33. Who cleans your school toilet?  
1- Student ( ), 2- School sweeper staff ( ), 3- Nobody ( )
34. Does the school provide text books to you all?  
1- Yes all text books ( ), 3- Some books only ( ), 4- Not at all ( )
35. Does the school collect any kind of fee from you? 1- Yes ( ) 2- No ( )
36. If yes, please specify what kind of fee?  
1- Admission fee ( ), 2- Late Admission fee ( ), 3- Charges for issue of school transfer certificate ( ), 4- Tutorial fee ( ), 5- Exam fee ( )  
6- For passing in exam ( ), 7- For books ( ), 8- To apply of scholarship ( )  
9- Red cross ( ), 10- Any other charges
- 
37. Did you fail in your any previous class? 1- Yes ( ) 2- No ( )
38. Have you got any Scholarship from you school? 1- Yes ( ) 2- No ( )
39. If yes, how much per annum? \_\_\_\_\_
40. If no, then what is the reason?  
1- Not eligible ( ), 2- Not applied ( ), 3- Teacher not helping regarding this matter ( ), 4- Problem for issue of your caste & residence certificate. ( )  
5- Any other, specify \_\_\_\_\_

#### IV. OVERALL DEVELOPMENT OF STUDENTS

41. Is there any library in your school? 1- Yes ( ) 2- No ( )
42. What kinds of materials are available in your library?  
1- Story books ( ), 2- Different magazines ( ), 3- Ideal and motivational books ( )  
4- Daily News Paper ( ), 5- All these ( ), 6- Others
- 
43. Does the school provide you enough scope for overall development of a student? 1- Yes ( ) 2- No ( )
44. Does your school provide sports facilities? 1- Yes ( ) 2- No ( )
45. What are those sports facilities? \_\_\_\_\_
46. Is there Physical Education Teacher in your school? a- Yes ( ) b- No ( )

47. If yes, does your PET teacher guide you to participate in sports?  
 1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )
48. Is your school giving attention on your overall development like skill development and for participating in different kind of competitions? 1- Yes ( ) 2- No ( )
49. Does your school provide to you musical, art instruments and teacher for music and art? 1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )
50. Does your school provide computer class to you all? 1- Yes ( ) 2- No ( )
51. Do you attend computer class in your school? 1- Yes ( ) 2- No ( )

**V. PROBLEMS FACED BY STUDENTS IN SCHOOL**

52. What are the problems you face in your school?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_
53. Which subjects you find difficult?  
 1- Mathematics ( ), 2- Science ( ), 3- English ( ),  
 4- History ( ), 5- Geography ( ), 6- Language ( )
54. If you find the subject/subjects difficult, what are the reasons?  
 1- You are not coming regularly( ), 2- Classes not held regular ( ),  
 3- Teacher not teaching well ( ), 4- Teacher gets irritated when you ask him a question ( ), 5- Teachers are not sufficient, so one teacher is compelled to teach many subjects( ), 6- Teaching language is different from your mother tongue ( ), 7- Teachers are busy with non-teaching work( ),  
 8- Weak in pre schooling period( ), 9- Any other \_\_\_\_\_
55. Does your teacher punish you?  
 1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )
56. If yes, then why?  
 1- When you are irregular ( ), 2- Low marks in any exams ( ),  
 3- When you are not attentive ( ), 4- You couldn't understand teaching ( ),  
 5- For asking about doubts repeatedly ( ),6- When you disturb in class( ),  
 7- If not doing non education work in school ( ), 8- For misbehaving with friends ( ) 9- If any other reason, specify \_\_\_\_\_
57. How have your teachers punished you?  
 1- Beating ( ), 2- Abusing ( ), 3- Scolding ( ),  
 4- Mental ( ), 5- Any other \_\_\_\_\_
58. Does your teacher ask you for any kind of non education work in you school?  
 1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )
59. If yes, which work?  
 1- MDM work ( ), 2- Kitchen gardening work ( ), 3- Room cleaning work( ),  
 4- Any other \_\_\_\_\_

**VI. FAMILY EFFORTS AFFECTING PERFORMANCE OF STUDENT**

**60. Do you get enough time to study at your home?**

*1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )*

**61. Who teaches you at your home?**

*1- Father ( ), 2- Mother ( ), 3- Tutorial Sir ( ), 4- Nobody ( ),  
5- School teachers teaching on payment base ( ), 6- Any other, \_\_\_\_\_*

**62. Do your family members force you to not study?** *1- Yes ( ) 2- No ( )*

**63. If yes, why?**

*1- To do domestic work ( ), 2- For earning money ( ), 3- Lack of lady  
teacher at school ( ), 4- You are a girl ( ), 5- Insufficient job opportunity  
after study ( ), f- Heavy dowry ( ), 6- Lack of security while going to  
school or at school ( ), 7- For local rowdy boys ( ), 8- Any other  
\_\_\_\_\_*

**64. Do you and your family think that you can have a good future without  
education?**

*1- Yes ( ) 2- No ( )*

**65. If yes, how** \_\_\_\_\_

**VII. OTHER FACTORS**

**66. Do SMC members motivate you to come to school regularly?**

*1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )*

**67. Do SMC members motivate the not enrolled children and drop out students  
of your village to come to school?**

*1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )*

**68. Do SMC members create any kind of disturbance in school period?**

*1- Yes regularly ( ) 2- Sometimes ( ), 3- Never ( )*

**69. Did you attend in Early Childhood Education/Angwanwadi Kendra before  
enrolment in primary school?** *1- Yes regularly ( ) 2- Sometimes ( ), 3-  
Never ( )*

**70. If yes, how it helped you in schooling?**

1- \_\_\_\_\_

2- \_\_\_\_\_

**Department of Sociology**  
**School for Ambedkar Studies, BBAU, Lucknow**  
**Topic: “Elementary Education and RTE: A Study of Selected Districts of Odisha.”**

**INTERVIEW GUIDE FOR SCHOOL MANAGEMENT**

**Place:**

**Date:**

**I. GENERAL INFORMATION**

1. **Name of the School** :- \_\_\_\_\_
2. **Location** :- \_\_\_\_\_
3. **Block** :- (Kendrapara/Koraput)
4. **District** :- (Kendrapara/Koraput)
5. **Date and year of establishment of school** :- \_\_\_\_\_
6. **Whether Government recognition is done?** 1- Yes ( ), 2- No ( )
7. **If yes, year of recognition** \_\_\_\_\_
8. **Type of school**  
 1- Government school ( ), 2- Aided private school ( )  
 3- Special category school ( ), d- Non-aided Private school ( )
9. **This school is meant for -**  
 o Only for girls ( ), 2- Co-educational school ( )
10. **This school is up to what level?**  
 o Lower Primary ( ), 2- Upper Primary ( ), 3- Nodal (up to class VIII) ( )

**II. PHYSICAL INFRASTRUCTURE**

11. **This school is running in** \_\_\_\_\_  
 1- In own good condition building( ), 2- In rented good condition building( ),  
 3- In open place ( ), 4- In tented/thatched house ( ),  
 5- In old & dilapidated ( ), 6- In kuchcha ( )  
 7- Any other \_\_\_\_\_

**12. Details of rooms in the school building**

Purposes	Total number of rooms	Quality of rooms
Class room		
Separate common room for girls		
Student’s common room for boys		
Head Master/Mistress Cum-School office room		
Staff room		
Lady teachers common room separate		

Library room		
Science room		
Music and Art room		
Store room		
Kitchen room		
Science laboratory		
Total Number of rooms		

Quality Code-(1- Excellent, 2- Good, 3-Average,4-Poor, 5- Very poor)

13. **Hostel facility for students?** 1- Yes ( ), 2- No ( )

14. **If yes, it is available for**

1- Boys ( ), 2- Girls ( ), 3- Both ( )

15. **The condition of hostel building-**\_\_\_\_\_ ( 1-Excellent, 2- Good, 3- Average, 4-Poor, 5- very poor)

16. **Does the school provide drinking water?** a- Yes ( ), b- No ( )

17. **Source of drinking water**

o Pond/River ( ), 2- Well water ( ), 3- Hand pump ( ), 4- Tap water ( )

18. **Condition of drinking water**

o Unclean ( ), 2- Moderately clean ( ), 3- Clean ( )

19. **Facilities available at your school. (Yes= ✓ , No= - )**

1- Sewage facilities ( ), 2- Toilets (for boys) ( ),

3- Toilets (for girls) ( ), 4- Joint Toilet ( ),

5- Dustbins ( ), 6- Water purifier ( ),

7- Electrification ( ), 8- Cupboard / Shelves ( ),

9- Furniture provided for students in the class rooms ( ), 10- School Vehicles ( ),

11- Computer for students( ), 12- School boundary wall ( ),

13- Fencing ( ), 14- Play material Facilities ( ),

15- Space for activities (individual and group)( ), 16- Any kind of tobacco free place ( ),

17- - Proper road toward your school ( ),

20. **The school walls are decorated with appropriate pictures, posters etc.**

1- Yes ( ), 2- No ( )

21. **If yes, what kind of decorations are there**

\_\_\_\_\_

\_\_\_\_\_

22. **If yes, is the display at the eye level of children?** 1- Yes ( ), 2- No ( )

23. **Play ground** 1- Yes ( ), 2- No ( )

24. **The condition of playground.**

1- Excellent ( ), 2- Good ( ), 3- Average( ), 4- Poor ( ), 5- very poor ( )

25. **Playing materials, games and sports equipments**

**Available:**\_\_\_\_\_

\_\_\_\_\_

Used: \_\_\_\_\_

26. Library resources \_\_\_\_\_

27. Teaching equipments and aids Available: \_\_\_\_\_  
*1- Yes ( ), 2- No ( )*

Used: \_\_\_\_\_

28. Name of those items and condition \_\_\_\_\_

*1- Excellent( ), 2- Good( ), 3- Average( ), 4- Poor( ), 5- very poor ( )*

29. Details of MDM cooking place \_\_\_\_\_

- Other Facilities
- i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_

30. Seating arrangement of children in

- 1- Haphazard Manner ( ), 2- Number of rows behind one another ( )*
- 3- Two parallel rows facing each other ( ), 4- Circle/semi circ*

**III. FUND DETAILS**

31. What are the infrastructures and other facilities developed in your school under RTE funding support?

Serial No	Name of the infrastructure/Other items	Year	Expenditure	Current condition	Remarks
1					
2					
3					
4					
5					
6					
7					
8					

32. Teaching aids made available for the school under RTE grant/fund?

Details:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**33. Funding /grant received for RTE implementation by your school?**

(Details about agency, amount, purpose, how much used/remaining)

Serial No.	Details about agency	Amount (Rs.)	Purpose	How much used	How much remaining
1					
2					
3					
4					
5					
6					
7					

**34. Details about Teachers**

S. No.	Name of teacher	Sex	Teacher Type	Qualification	Trained/ Untrained	O.T.E.T.(those are appointed from 2014)	Specialized subject	Teaching subject	Teaching experience	Monthly gross Salary	Remarks
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Response Code:

Sex- (1- Male, 2- Female)

Gender- (1- Male, 2- Female, 3-Other)

Teacher Type- (1-Regular, 2-Contractual, 3- Para Teacher, 4-Adjust teacher, 4- From village side)

Educational Qualification- (1- Metric, 2-Inter, 3-Degree in Arts/Science/B.Com, 4- Degree in Arts/Science/B.Com, 5-MA/M. Sc/M. Com, 6-B. Ed/M. Ed/ M. Ed/M. Phil/Ph. D)

Trained/Untrained- (1-Trained teacher, 2-Un-trained teacher, 4-Under training)

Specialized and teaching subject – (1-Language, 2-Math, 3-Science, 4- English, 5- History, 6-Geography, 7- Social science, 8-Sanskrit, 9-Hindi)

Teaching experience-(1- 1 to 5 years, 2- 5 to 10 years, 3- 10 to 15 years, 4- Above 15 years)

**35. Details of vacancy of teacher with subject name in your school.**

No. of Vacancy of Teachers	Name of subject	From Period	Remarks

**IV. INSTRUCTIONAL PROGRAMME IN SCHOOL**

**36. In which medium you are teaching to your student?**

(1- Odia, 2- gutob & ollari, 3- desia, 4- parija, 5- Telgu, 6- Bengali, 7- Hindi)

**37. Which pattern of instruction is being followed in the school:**

- 1- Different teacher teaches different subjects in all classes (     )
- 2- only one teacher teaches all the subjects in a class (     )
- 3- One subject is shared by more than one teacher (     )

**38. When the school time table is planned?**

- 1- Before the commencement of the year (     )
- 2- In the beginning of the year (     )
- 3- As and when required during the academic year (     )

39. Total number of period in a day \_\_\_\_\_

40. Length of each period \_\_\_\_\_

**41. Total number of working day.**

a- 200 working day ( ), b- 220 working day ( ), c- Above specify \_\_\_\_\_

**V. TEACHING AIDS AND MATERIALS FOR TEACHERS**

**42. Does the school provide all necessary teaching aids to the teachers for teaching?**

a- Yes ( ), b- No ( )

43. If no, what the reason \_\_\_\_\_

44. Is it helpful to class room teaching? a- Yes ( ), b- No ( )

45. All those teaching aids are good quality or not? a- Yes ( ), b- No ( )

46. Do teachers use computers in lesson plans for the class? a- Yes ( ), b- No ( )

**VI. ASSESSMENT PROCEDURE FOLLOWED IN SCHOOL**

**47. How often do you examining your pupils?**

a- Monthly ( ), b- Quarterly ( ), c- Annual ( )

48. Who check the exam paper? \_\_\_\_\_

**49. On what basis of children are promoted to upper classes:**

- a- On the basis of performance of annual exam (     )
- b- on the basis of performance on annual and terminal (     )

- c- on the basis of performance assessed continuously ( )
- 50. Do teachers prepare the lesson plan one day before for take the next day class?**  
a- Yes ( ), b- No ( )
- 51. Does the school send students for talent examination?**a- Yes ( ), b- No ( )
- 52. Does the school provide special instruction to prepare students for such examination?** a- Yes ( ), b- No ( )
- 53. Does the school provide special facility for ST/ SC student?** a- Yes ( ), b- No ( )
- 54. If yes what types of facility?** \_\_\_\_\_
- 55. Does your school send students's progress report to their parents?**  
a- Yes ( ), b- No ( )

**VII. SMC ACTIVITIES TOWARDS SCHOOL DEVELOPMENT**

- 56. Does your school have SMC committee?** a- Yes ( ), b- No ( )
- 57. Does your school have a valid SMC committee?** a- Yes ( ), b- No ( )
- 58. If no, what is the cause?**  
i. \_\_\_\_\_  
ii. \_\_\_\_\_
- 59. If your school has SMC, then who are the members in your SMC?**

Serial No.	Category of members	Responsibility	Remarks
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

*Response Code:*

Professional- (a- Farmer, b- Business, c- Private Salaried Person, d- Government service, e- Politics/Social Service, f- Daily wages, g- Not working, h- BEO, i- DEO)

Position in SMC- (a- Chairman, b- Only member, c- Counsellor, d- Other specify.....)

Member as (a- Teacher, b- Parents, c- Block education Officer, d- Block education Officer, e- Sarapanch, f- Science lecture, g- other specify.....)

60. **How many members are in your SMC?** \_\_\_\_\_
61. **How many ladies are in your SMC?** \_\_\_\_\_
62. **In what ways is SMC involved in improving the school environment?** ( )
- a- In framing of rules and regulations for administration of the school ( )
- b- Felicitating meritorious students/Provision for local scholarships ( )
- c- Providing special incentives to parents who ensure complete attendance to their wards throughout the year ( )
- d- Making special provisions for income generating skills in schools ( )
- e- Helping teachers during construction and other works ( )
- f- Government programme at school level ( )
63. **Whether your School Managing Committee members are interested to make any contribution for development of Elementary Education?**
- a- Yes ( ), b- No ( )
64. **Do your SMC members co-operate you in school works?**
- a- Yes ( ), b- No ( )
65. **Are your SMC members attending their related meeting regular?**
- a- Yes ( ), b- No ( )
66. **Are your SMC members and PTA members attaining their related meeting regular?**
- a- Yes ( ), b- No ( )
67. **How many SMC members generally attend the meeting (%)?**
- \_\_\_\_\_
68. **What is generally the main agenda of the meeting?**
- a- Fund generation ( )
- b- School attendance ( )
- c- Quality of education ( )
- d- Accountability of teachers ( )
- e- Corruption ( )
- f- Others \_\_\_\_\_
69. **Parents are giving their feedback to you or not?** a- Yes ( ), b- No ( )
70. **Do you able to control your students or not?** a- Yes ( ), b- No ( )
71. **How many meetings the SMC conducted last year?** \_\_\_\_\_
72. **What kind of support do you require for proper and complete implementation of RTE Act in your school?**
- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**73. Has your school prepared any school development plan ( tell the details)**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**VIII. PTA ACTIVITIES TO INCREASE ENROLMENT AND STUDENT'S DEVELOPMENT**

**74. Who are the members in your school PTA meeting?** a- Yes ( ), b- No ( )

**75. What are the activities of PTA?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**76. Does the school conduct parents meeting to encourage parents to send their children to school?** a- Yes ( ), b- No ( )

**77. Do the parents come to discuss regarding their children's problem and performances?** a- Yes ( ), b- No ( )

**78. Do you find the parents keen to send their children to school?**  
a- Yes ( ), b- No ( )

**79. If not, why?** \_\_\_\_\_

**IX. HEALTH CARE AND OTHER FACILITIES**

**80. Is there any health centre nearest to your school?** a- Yes ( ), b- No ( )

**81. Does your school provide student's medical check up?** a- Yes ( ), b- No ( )

**82. If yes, do students get a medical check up?**

- a- Once in a month ( ), b- Twice in a month ( )
- c- Once in a year ( ), d- Whenever they desire ( )

**83. Do you have first aid box in your school?** a- Yes ( ), b- No ( )

**84. Is your school providing vitamin and calcium tablets to students?**

- a- Yes regularly ( ), b- Sometimes ( ), c- No ( )

**X. OTHER ACTIVITIES**

**85. Do you face any problems relating MDM work?** a- Yes ( ), b- No ( )

**86. If yes, then what types of problems**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**87. How does the School receive money t for Mid-Day-Meals?** a- Yes ( ), b- No ( )

- a- Regularly ( ), b- Sometimes irregularly ( ), c- Always irregularly ( )

**88. Do the teachers get any benefit to teach through new method by attending different kind of training frequently by your concern authorities?** a- Yes ( ), b- No ( )

**89. What are non-education works generally performed by your teachers?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

**90. Do the teachers engage in these works due to authorities' strict order?**

- a- Yes ( ),      b- No ( )

**91. Do you think students suffer due to non-education work of teachers?**

- a- Yes ( ),      b- No ( )

**92. How** \_\_\_\_\_ \

**93. Do you have any non-teaching staff in your school?**      a- Yes ( ),      b- No ( )

**94. Does your school have caste discrimination problems?**      a- Yes ( ),      b- No ( )

**95. Is Govt. providing extra facilities for SC/ST students of your school?**

- a- Yes ( ),      b- No ( )

**96. What are these facilities?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**97. Are parents interested to send specifically their daughters to school?**

- a- Yes ( ),      b- No ( )

**98. If not, why?** \_\_\_\_\_

**99. Do you think safety measures must be in schools for girls?** a- Yes ( ), b- No ( )

**100. If yes, what it should be?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**101. Has any kind of complain of sexual harassment been made booked by girl students or lady teachers against teaching or non teaching staff?**

- a- Yes ( ),      b- No ( )

**102. If yes, describe the detail regarding that matter**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**103. What steps have you taken to the check dropout of students?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**104. What steps you have taken for universalization of elementary education in your school?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**105. What steps have you taken for reenrolment of dropout students?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_

**106. What are the steps your school has taken for admission of un-enrolled children in your locality?**

- i. \_\_\_\_\_  
 ii. \_\_\_\_\_

**107. Detail about student Enrolment and attendance in your school in (2009-2010)**

**A1. UPPER PRIMARY LEVEL (2009-10)**

Category	Enrolment (Number)						Actual Attendance (%) Approximately						Action taken
	Class 6		Class 7		Class 8		Class 6		Class 7		Class 8		
	B	G	B	G	B	G	B	G	B	G	B	G	
SC													
ST													
OBC													
General													
<b>Total</b>													

*\*Enrolment refers no. of children admitted in the class as shown in School Attendance register.*

**108. Details about Dropout Students in different classes in (2009-2010).**

2009-10	SC		ST		OBC		General		Other	
Class	B	G	B	G	B	G	B	G	B	G
VI										
VII										
VIII										
<b>Total</b>										

**109. Detail about student Enrolment and attendance in your school in (2017-2018)**

**A2. UPPER PRIMARY LEVEL (2017-18)**

Category	Enrolment (Number)						Actual Attendance (%) Approximately						Action taken
	Class 6		Class 7		Class 8		Class 6		Class 7		Class 8		
	B	G	B	G	B	G	B	G	B	G	B	G	
SC													
ST													
OBC													
General													
<b>Total</b>													

*\*Enrolment refers no. of children admitted in the class as shown in the School Attendance register*

**110.Details about Dropout Students in different classes in (2017-2018)**

2016-17	SC		ST		OBC		General		Other	
Class	B	G	B	G	B	G	B	G	B	G
VI										
VII										
VIII										
Total										

**111.How many students have returned school after their dropout in the session (2017-18)**

2016-17	SC		ST		OBC		General		Other	
Class	B	G	B	G	B	G	B	G	B	G
VI										
VII										
VIII										
Total										

**112.How many students have enrolled on the base of Overage under special learning process in your school (2017-18)**

2016-17	SC			ST			OBC			General			Other		
Clas.	B	G		B	G		B	G		B	G		B	G	
VI															
VII															
VIII															
Tot.															

**113.What are the major problems of your school?**

- a- Lack of funds and resources ( )
- b- Lack of lady teachers ( )
- c- Lack of trained teachers and administrators ( )
- d- Lack of school infrastructure ( )
- e- Minimum salary for teachers ( )
- f- Corruption and lack of accountability ( )
- g- Appointment of contractual and Para teachers ( )
- h- Untrained teachers are busy on their training ( )
- i- Contractual and Para teachers frequently not coming due to their strike ( )
- j- Interference of public in schools internal matter ( )
- k- SMC members are bringing conflict to take school's money ( )

- l- Lack of supervision ( )
- m- BRC is demanding money ( )
- n- Authorities are not taking action immediate after any complain ( )
- o- No SMC in school ( )
- p- No non-teaching staff ( )
- q- Others \_\_\_\_\_

**114. What are the main problems of your school has faced/ faces in the implementation of RTE Act?**

**a. Related to infrastructure-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**b. Teacher related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**c. Teaching related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**d. Evaluation related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**a. MDM related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**b. SMC related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**c. PTA related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**d. Student attendance related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**e. Student development related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**f. School security related-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**g. Others-**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**115. What kind of support and for what purpose do you need for the complete and purpose implementation of RTE Act provisions in yours school?**

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_