

Effect of Right to Education Act 2009 In The Schools of Odisha

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Abstract

The investigator intended to examine and explore the effect of RTE Act, 2009 in State of Odisha. The investigator adopted exploratory survey research method for the present study and select the headmaster and SMC members from our elementary school as sample population. Questionnaire method adopted for data collection regarding effect of RTE Act, 2009 in elementary schools of Odisha. The researcher used content analyses and percentage for data interpretation. The findings of the study are that RTE Act was not effective or properly implemented in both rural and urban areas of Odisha. However, the present study found there is gap in its implementation of RTE Act in rural areas in terms of physical infrastructure of the school, student teacher ratio and establishment of neighborhood school. It can be concluded that the RTE Act is neither effective nor properly implemented in rural areas. Further the study found there were many problems in elementary education after implementation of RTE Act in rural area due to lack of physical infrastructure, student teacher ratio and neighborhood school which is a big challenge for both the state govt. and stakeholder. Therefore, require physical resource, human resource and financial resource should be allocated to overcome the existing problems in elementary education in rural area. Considering it as a landmark in the history of education in India, Odisha is one of the first States in India to initiate the process of implementation of the

Right of Children to Free and Compulsory Education (RTE) Act, 2009. The Department of School and Mass Education, being the nodal department to implement the Act, has taken proactive steps towards grounding it at all crucial levels, and reaching out to as many stakeholders as possible. the major initiatives undertaken by the State towards the implementation of the RTE Act is after due consultation with various stakeholders the Odisha RCFCE Rules, 2010 the State has notified the rules as per the Act in 2010. The same rule was amended as Odisha RCFCE (Amendment) Rules, 2010.

Keywords: RTE Act, Schools, Odisha, Education

Introduction:

RTE has come into effect in the State from 1st April 2010. The Basic objectives of the RTE Act 2009 are Universalization of Access & Enrolment, Retention, and Quality & Bridging of different Gender & Social Category Groups. To achieve these objectives the various schemes are undertaken by the Central Government and the State Government. These schemes work as incentive for children as well as their parents in the low-economic range to attend school. The Schemes like Sarva Shiksha Abhiyan (SSA) & Kasturba Gandhi Balika Vidyalaya (KGBV) are the centrally sponsored schemes being implemented in the State to cater the elementary education needs of children at elementary level. Through different kind of schools provided the children in the age group of 6 to 14 are included in educational stream¹. Apart from this different departments of the State Government are also managing 52216 schools to cater the needs of elementary education and 10017 numbers of schools in

secondary level for different kind of children². During 2022-23 in the State of Odisha 21146 school students are enrolled and total 4442 schools provide 41009 seats. The present study is in the area of elementary education. The prime purpose of the study is to investigate the effect of RTE Act, 2009 for improving elementary education in rural area. The study explored the enrolment status, physical infrastructure, student teacher ratio, textbook and drinking water facilities in rural schools. The study also looks into the plan and strategy adopted by the school authorities for improving the progress of elementary education in rural area. The RTE Act provides a ripe platform to reach the unreached, with specific provision for all section of the children owing to social, cultural, economic, geographical, linguistic, gender or such other factors. The act serves as building block to ensure that every child has his or her right to get quality elementary education. The Right to education is a universal entitlement to education. This is recognized in the international convention on economics,

¹ The Total Enrolments of children from Class I –VIII in the State of Odisha during 2016-2021 is placed in figure 4

Government of Odisha in 2021-22 is placed in Figure

² Number of Schools Managed under Different Departments of the

social and cultural rights as a human right that includes the right to free and compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. It also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve the quality of education. Universalization of education is widely adopted by India and many other countries. The passing of RTE Act 2009 in India was a historic moment for the children of India, the children will be guaranteed their right to elementary education. The right of children to free and compulsory education bill or right to education bill, which was passed by the Indian parliament on 4th August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian constitution. India became one of 135 countries to make education a fundamental right of every child, when the act came into force on 1st April 2010. The Right to education Act seeks to give effect to the 86th Constitution Amendment Act. The Government school shall provide free education to all the children and the schools will be managed by school management committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National

Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality. It is observed that our government has been making various rules and regulations for the improvement of education system. But the problem is that due to attitudinal problems and lack of commitment it becomes fruitless.

Literature Review:

The Right of children to free and compulsory Education Act 2009 came into effect on 1st April 2010 which makes provisions that all children between 6-14 years shall get free and compulsory education till the completion of elementary education. Fifteen years already has been passed in the implementation of RTE Act, but the implementation is not effective and satisfactory in terms of enrolment and retention of students in Odisha. It is very difficult to implement this law, especially in rural area. (CH. 2015). The fulfilment of right to education is an ongoing process and that requires Governments, communities and individuals to work together to recognize and overcome obstacle for effective implementation of RTE Act. (Thakur, 2014). Chaturvedi and Kuldeep (2015) revealed that “there is poor implementation and slackness on the part of Govt. that hampers the proper progress on implementation of RTE Act 2009. There is urgent need of taking appropriate steps for inclusive education and organizing program for community awareness in order to make school for all children. “There is lack of awareness among the members of the Panchayats, the officials of the GP and Village members. They are unaware about roles and responsibility of the local authority under the RTE Act”

(Praveen & R. P, 2018). Supporting to this, Sethi and Muddgal (2017) revealed that “most of the teachers in rural and urban areas are not the aware about the norms, standard and criteria of the RTE Act, and they were implementing based on their personal knowledge.” The study of Babu & Sekarayya, (2018) also shows that it is necessary to involve the Local Govt. especially Panchayati Raj Institutions (PRIs) in rural areas for universalization of elementary education through implementation of RTE Act effectively. Singh (2016) revealed that “there are a number or challenges and issues such as lack of requisite infrastructure, lack of co-ordination between various implementing agencies and challenges to provide quality education, effort should be focused on qualitative improvement of the whole program by the Govt. With full dedication and commitment. Singh M. (2017) reported that RTE Act was not implemented effectively in terms of pupil-teacher ratio, trained teachers and in providing quality education. Mandal (2021) revealed that “RTE Act is not implemented properly, Govt. should take immediate action to ensure all the basic facilities in the school like safe drinking water, library,

laboratory etc. for achieving universalization of elementary education”. From the review of related literature of this study it can be concluded that RTE Act is not properly being implemented. Many schools have not fulfilled the criteria norms prescribed by RTE ACT 2009. Many studies have been conducted regarding issues, challenges, and problems in the implementation of RTE Act. Therefore, there is a felt need to study how far the RTE Act

2009 is effective in terms of enrolment of relevant age group children, age 6-14, accessibility, student teacher ratio and provision of infrastructure such as classroom, textbook, drinking water and toilet in elementary education in rural schools.

OBJECTIVES OF THE STUDY:

1. To study the status of the enrollment in elementary schools of rural areas.
2. To study the status of student teacher ratio in elementary schools of rural areas.
3. To study the status of infrastructure facilities in elementary schools of rural areas.
4. To study the problems faced by the school authority while giving enrollment to children of the relevant age group in rural areas.
5. To examine the strategies adopted by school in ensuring universal enrollment of children of relevant age group in rural areas.

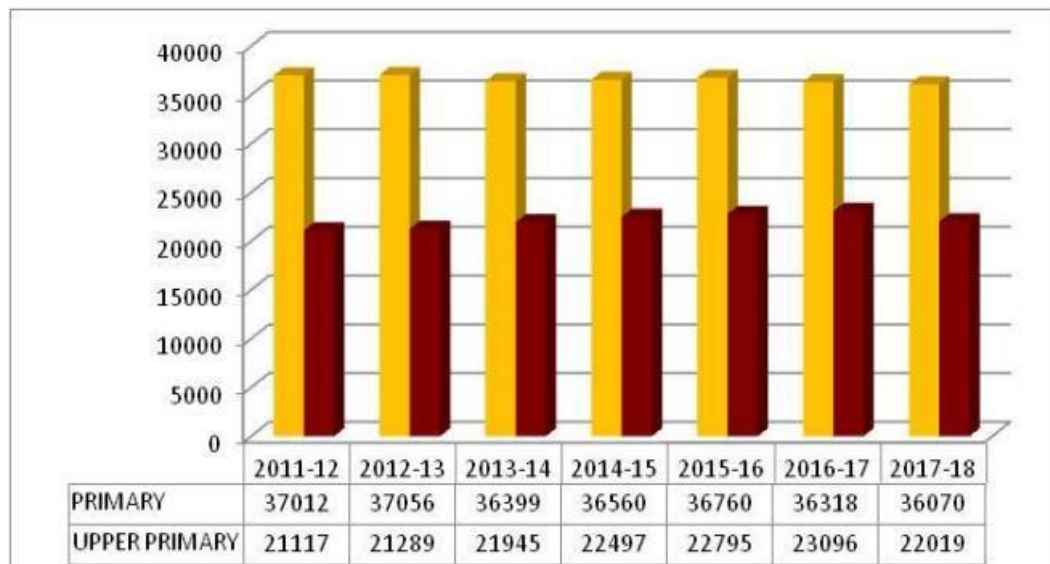
METHODOLOGY:

This study aimed at investigating the Effect of RTE Act 2009 in schools of Odisha. However, in terms of enrolment of relevant age group children, age 6-14, accessibility, student teacher ratio and provision of infrastructure such as classroom, textbook, drinking water and toilet in elementary education in rural and urban schools. Hence the present study is stated as “Effect of RTE Act 2009 on Enrolment and Retention of Children in Schools of Odisha. For

this research, an exploratory survey method was used. In some of the elementary schools of Odisha. SMC members and headmaster of school were selected as the sample of study. The relevant data were collected though Questionary was adopted for this research study.

FINDINGS OF THE STUDY:

Fig1: *Showing the Number of Primary and Upper Primary Schools of Odisha*



Source: OPEPA

The image shows a bar graph depicting the number of Primary and Upper Primary schools in Odisha from the 2011-12 to 2017-18 academic years.

Analysis:

1. Overall Trend:

- The number of primary schools (shown in yellow) remained relatively stable over the years, with slight fluctuations. In 2011-12, there were about 37,000 primary schools, and by 2017-18, the number was around 36,000.

- The number of upper primary schools (shown in red) also showed a generally stable trend, with a slight decrease towards the end, from approximately 21,000 in 2011-12 to around 22,000 in 2017-18.

2. Comparison Between Primary and Upper Primary Schools:

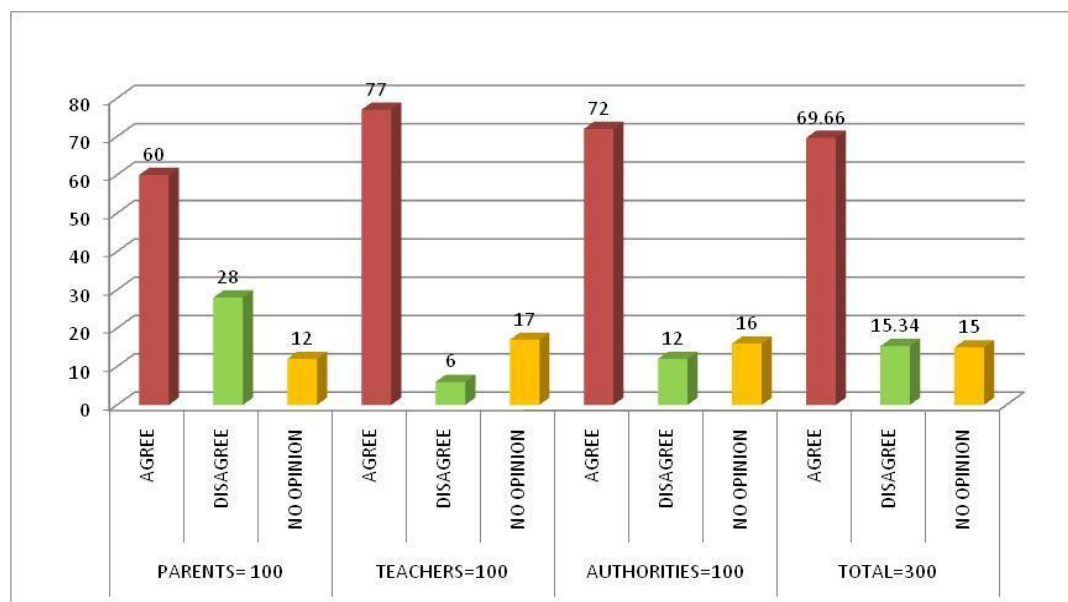
- Throughout the years, the number of primary schools has consistently been higher than the number of upper primary schools. The gap remained relatively constant.

3. Year-to-Year Variations:

- There is a small dip in the number of schools in 2016-17 for both primary

and upper primary levels. However, the numbers rebounded slightly in 2017-18.

Fig2. Responses of the Samples across Groups with respect to Children Receiving Free and Compulsory Education in Schools in the State of Odisha



Source- Data collected by the researcher by application of questionnaire,

The chart shows the responses of three groups (Parents, Teachers, and Authorities) regarding children receiving free and compulsory education in schools in Odisha.

Analysis:

1. Parents' Responses:

- 60% agree, 28% disagree, and 12% have no opinion.
- A majority of parents are in Favor of the idea, but there is still a notable percentage who disagree.

2. Teachers' Responses:

- 77% agree, 6% disagree, and 17% have no opinion.
- Teachers show strong support for the concept, with very few disagreements.

3. Authorities' Responses:

- 72% agree, 12% disagree, and 16% have no opinion.
- Authorities also show strong agreement, though there is some skepticism.

4. Overall Responses:

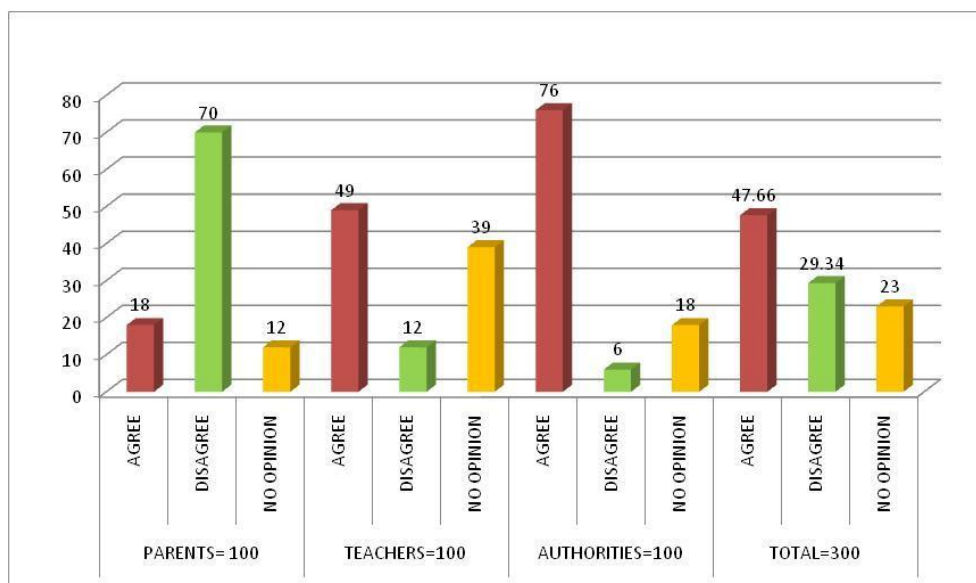
- 69.66% agree, 15% disagree, and

15.34% have no opinion.

- Overall, the majority supports the

initiative, though some disagreement and uncertainty remain.

Fig 3. Responses of the Samples across Groups with respect to Admission of Child belonging to Disadvantaged Group”, “Child belonging to Weaker Section”; Child with Disability” and child with “Severe Disability”



Source- Data Collected by the researcher

The chart displays responses from three groups (Parents, Teachers, and Authorities) regarding the admission of children from disadvantaged groups, weaker sections, children with disabilities, and severe disabilities in schools.

Analysis:

1. Parents' Responses:

- 18% agree, 70% disagree, and 12% have no opinion.
- A significant majority of parents disagree with the admission of such children, with a small percentage supporting it.

2. Teachers' Responses:

- 49% agree, 39% disagree, and 12% have no opinion.
- Teachers show a more balanced view, with nearly half agreeing and a substantial portion disagreeing.

3. Authorities' Responses:

- 76% agree, 6% disagree, and 18% have no opinion.
- Authorities strongly support the admission of children from these categories, with very few disagreeing.

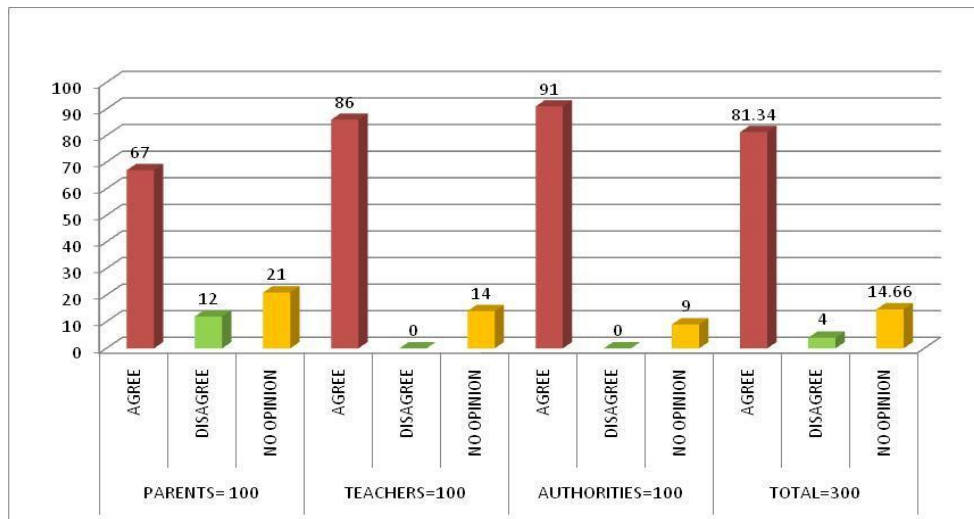
4. Overall Responses:

- 47.66% agree, 29.34% disagree, and 23% have no opinion.

- Overall, there is more agreement than disagreement, though a significant

portion remains neutral or disagrees.

Fig.4 Responses of the Samples across Groups with respect to Admission of Drop out Students



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) regarding the admission of dropout students.

Analysis:

1. **Parents' Responses:**

- 67% agree, 12% disagree, and 21% have no opinion.
- A majority of parents support the admission of dropout students, with some disagreement and a significant portion remaining neutral.

2. **Teachers' Responses:**

- 86% agree, 0% disagree, and 14% have no opinion.

- Teachers overwhelmingly agree with the admission of dropout students, showing strong support.

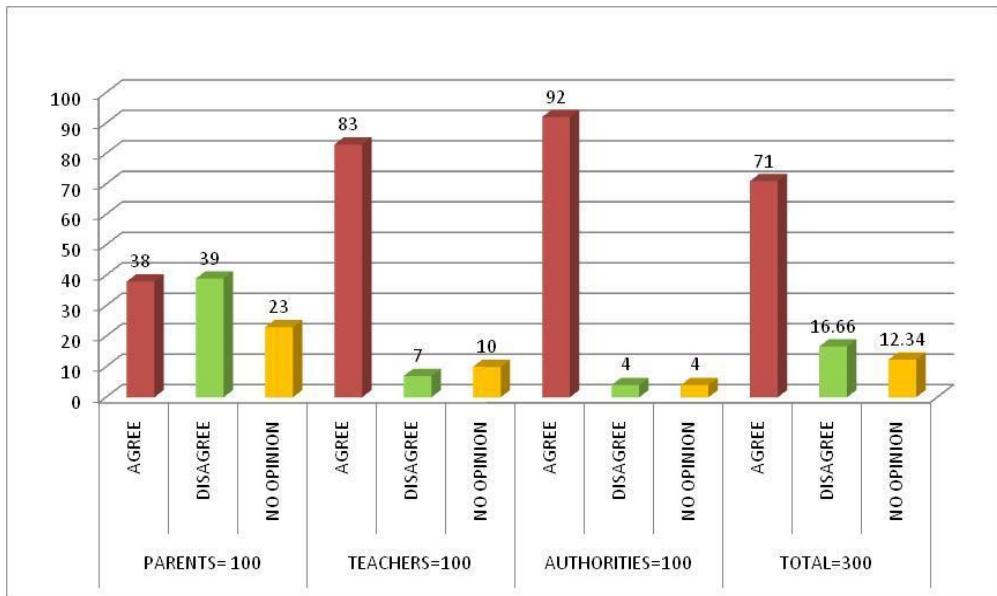
3. **Authorities' Responses:**

- 91% agree, 0% disagree, and 9% have no opinion.
- Authorities strongly support the admission of dropout students, with minimal opposition.

4. **Overall Responses:**

- 81.34% agree, 14.66% disagree, and 4% have no opinion.
- The overall consensus is overwhelmingly positive, with most respondents in favor of admitting dropout students.

Fig 5. Responses of the Samples across Groups with respect to Right to Transfer of Students



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) regarding the right to transfer students.

Analysis:

1. Parents' Responses:

- 38% agree, 39% disagree, and 23% have no opinion.
- Parents are nearly divided on this issue, with a slight majority disagreeing and a portion remaining neutral.

2. Teachers' Responses:

- 83% agree, 7% disagree, and 10% have no opinion.

- Teachers strongly support the right to transfer students, with very few opposing it.

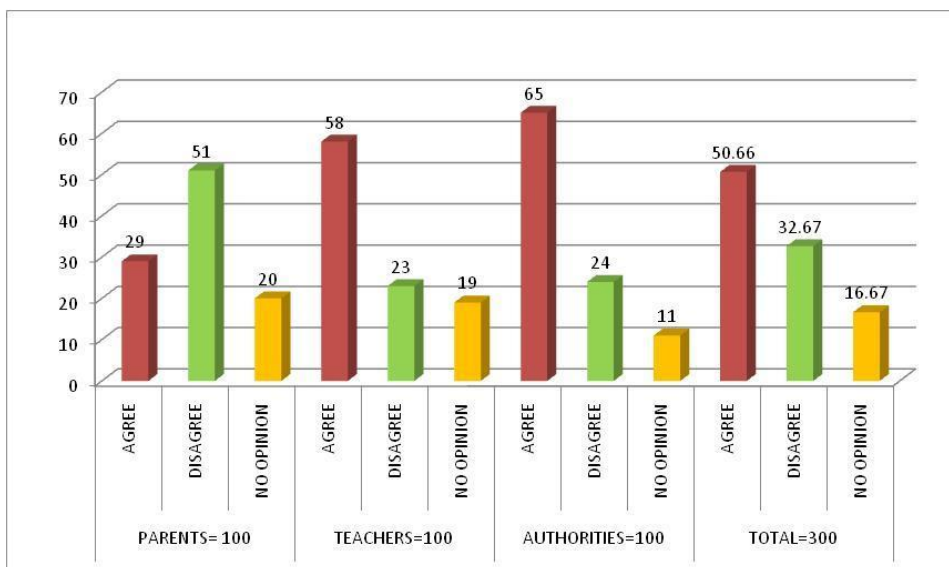
3. Authorities' Responses:

- 92% agree, 4% disagree, and 4% have no opinion.
- Authorities overwhelmingly agree with granting students the right to transfer, with minimal opposition.

4. Overall Responses:

- 71% agree, 16.66% disagree, and 12.34% have no opinion.
- The overall trend is strongly in favor of granting students the right to transfer, though some disagreement and neutrality remain.

Fig.6 Responses of the Samples across Groups with respect to Punishing the Parents for not sending their children to School



Source- Data Collected by the researcher

The chart displays responses from three groups (Parents, Teachers, and Authorities) regarding the issue of punishing parents for not sending their children to school.

Analysis:

1. Parents' Responses:

- 29% agree, 51% disagree, and 20% have no opinion.
- A majority of parents disagree with punishing them, with a significant portion also remaining neutral.

2. Teachers' Responses:

- 58% agree, 23% disagree, and 19% have no opinion.

- Teachers show moderate support for punishing parents, with a smaller portion disagreeing.

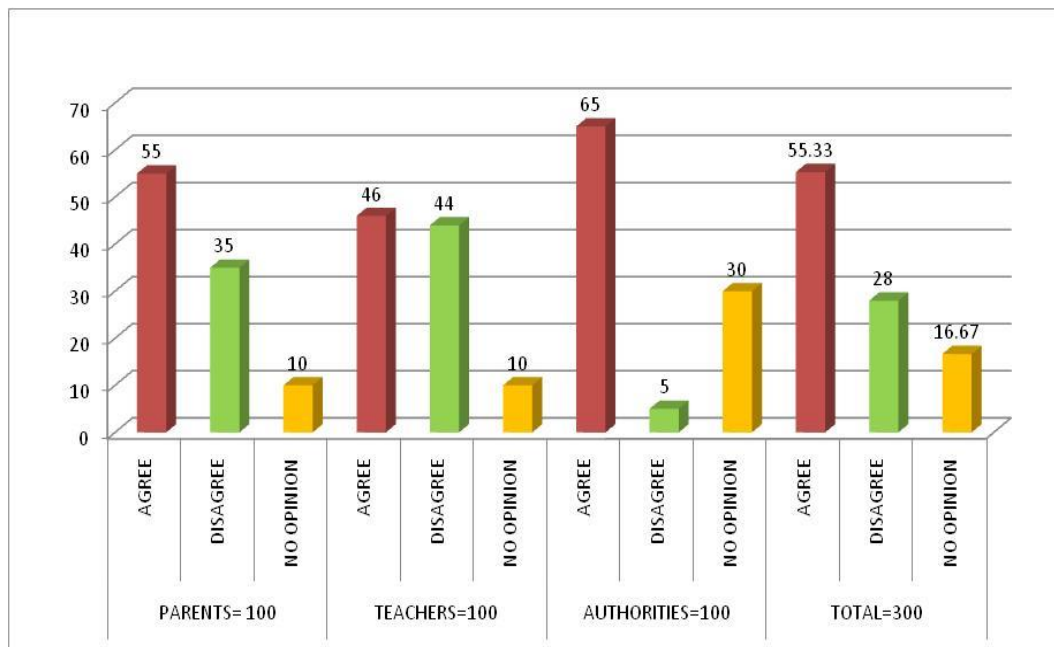
3. Authorities' Responses:

- 65% agree, 24% disagree, and 11% have no opinion.
- Authorities strongly support the idea, with only a few dissenting opinions.

4. Overall Responses:

- 50.66% agree, 32.67% disagree, and 16.67% have no opinion.
- The overall trend shows moderate support for punishing parents, with a considerable portion of respondents disagreeing.

Fig.7 Responses of the Samples across Groups with respect to the Time of Establishment of Neighborhood Schools in the State of Odisha



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) regarding the establishment of neighbourhood schools in Odisha.

Analysis:

1. Parents' Responses:

- 55% agree, 35% disagree, and 10% have no opinion.
- A majority of parents support the idea, though a notable percentage disagree.

2. Teachers' Responses:

- 46% agree, 44% disagree, and 10% have no opinion.

- Teachers show a more divided opinion, with nearly equal percentages agreeing and disagreeing.

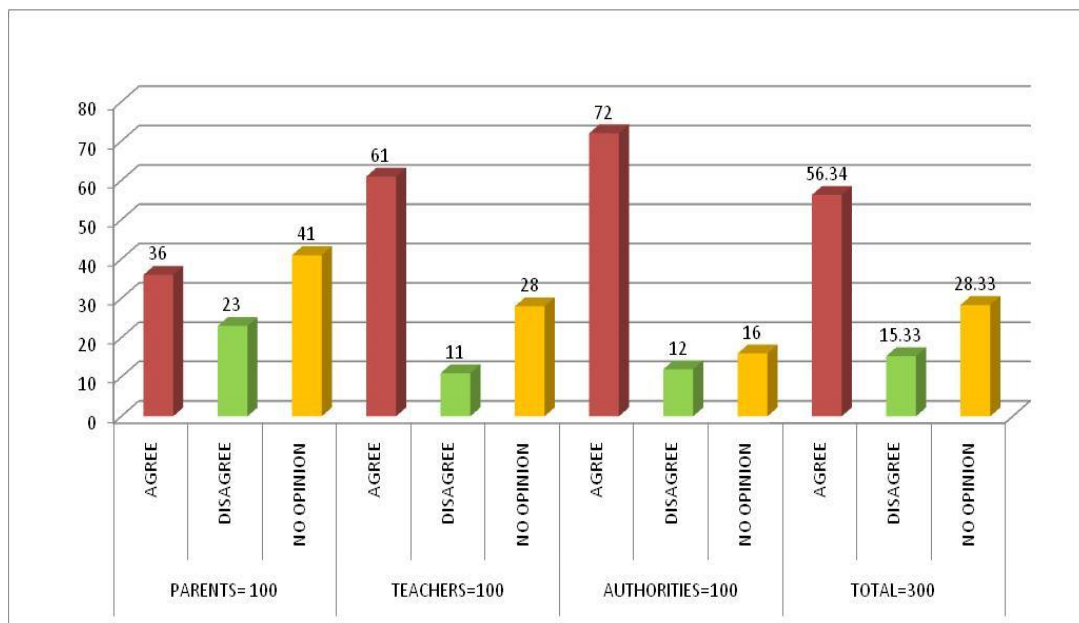
3. Authorities' Responses:

- 65% agree, 5% disagree, and 30% have no opinion.
- Authorities strongly support the establishment of neighbourhood schools, with minimal opposition.

4. Overall Responses:

- 55.33% agree, 28% disagree, and 16.67% have no opinion.
- Overall, there is more agreement than disagreement, with a significant portion remaining neutral.

Fig.8 Responses of the Samples across Groups on whether Central and Government of Odisha Provide Financial grants for the Development and Standardization of School education



The chart displays responses from three groups (Parents, Teachers, and Authorities) regarding whether the Central and Odisha Government provide financial grants for the development and standardization of school education.

Analysis:

1. Parents' Responses:

- 36% agree, 23% disagree, and 41% have no opinion.
- While a portion of parents agrees, a majority remain neutral, indicating uncertainty or lack of information on the issue.

2. Teachers' Responses:

- 61% agree, 11% disagree, and 28% have no opinion.

- Teachers show strong support, with a majority agreeing, but a notable portion remains neutral.

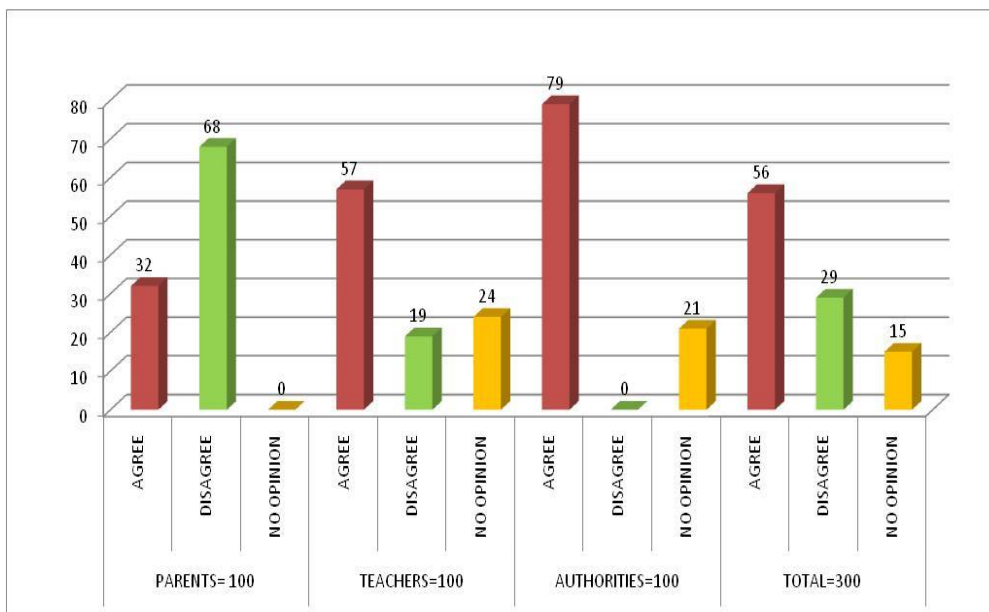
3. Authorities' Responses:

- 72% agree, 12% disagree, and 16% have no opinion.
- Authorities strongly agree, indicating confidence in the financial support provided for educational development.

4. Overall Responses:

- 56.34% agree, 15.33% disagree, and 28.33% have no opinion.
- The overall trend shows moderate agreement, with significant neutral responses, indicating that while there is support for government financial grants, many are unsure or lack clear opinions.

Fig.9 Responses of the Samples across Groups on whether Government of Odisha and Local Authority provide proper Infrastructure, Monitor Admission and Quality Education, Special Training Facility for Students and Teachers.



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) on whether the Government of Odisha and local authorities provide proper infrastructure, monitor admission and quality education, and offer special training facilities for students and teachers.

Analysis:

1. Parents' Responses:

- 32% agree, 68% disagree, and 0% have no opinion.
- A large majority of parents disagree, indicating dissatisfaction with the current infrastructure and training provisions.

2. Teachers' Responses:

- 57% agree, 19% disagree, and 24% have no opinion.
- Teachers show moderate support for the claim, with a majority agreeing but a significant portion remaining neutral.

3. Authorities' Responses:

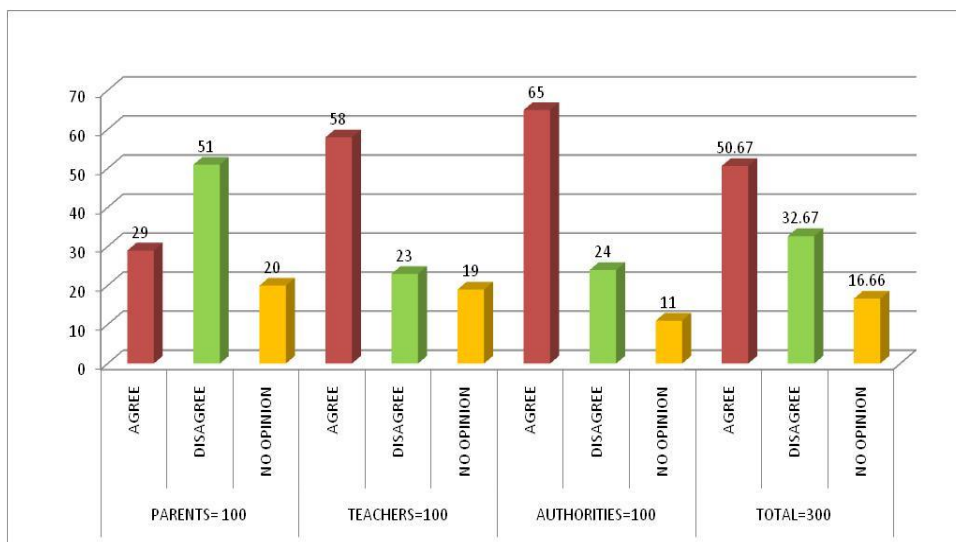
- 79% agree, 0% disagree, and 21% have no opinion.
- Authorities are overwhelmingly in agreement, indicating strong confidence in the government's provision of proper infrastructure and educational facilities.

4. Overall Responses:

- 56% agree, 29% disagree, and 15% have no opinion.

- The overall trend shows a majority in favor of the claim, though there is significant disagreement, particularly among parents.

Fig.10 Responses of the Samples across Groups on Provision of Pre School-Education by Government of Odisha



Source- Data Collected by the researcher

The chart displays responses from three groups (Parents, Teachers, and Authorities) regarding the provision of preschool education by the Government of Odisha.

Analysis:

1. Parents' Responses:

- 29% agree, 51% disagree, and 20% have no opinion.
- A majority of parents disagree with the provision of preschool education, suggesting dissatisfaction with the availability or quality of such services.

2. Teachers' Responses:

- 58% agree, 23% disagree, and 19% have no opinion.
- Teachers show moderate support, with a majority agreeing, though some disagree, and a portion remain neutral.

3. Authorities' Responses:

- 65% agree, 24% disagree, and 11% have no opinion.
- Authorities strongly support the provision of preschool education, indicating confidence in the government's efforts.

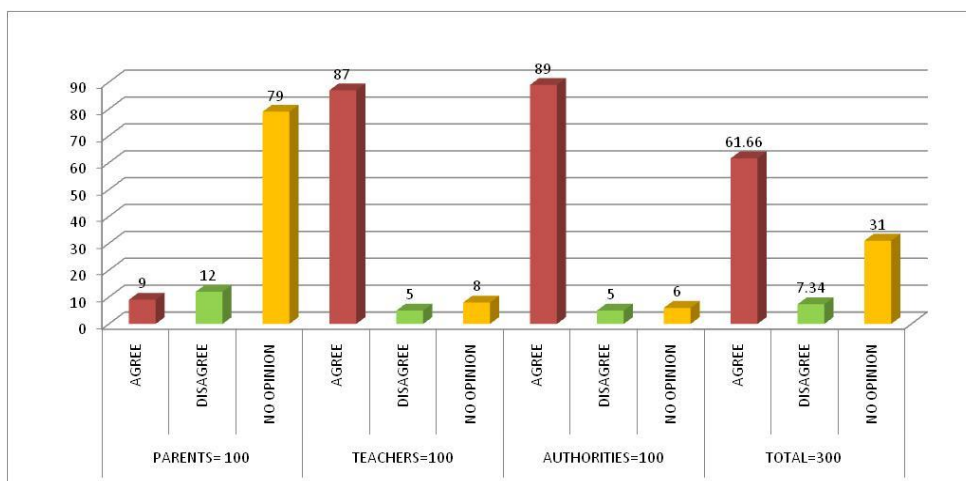
4. Overall Responses:

- 50.67% agree, 32.67% disagree, and 16.66% have no opinion.
- The overall trend reflects moderate

- support for the provision of preschool education, though there is still
- parents.

significant disagreement, particularly from

Fig. 11 Responses of the Samples across Groups with respect to Child between the age of six to Fourteen years take admission in school without Proof of age, Admission and Capitation fees and Entrance Test in the State of Odisha.



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) regarding the admission of children aged six to fourteen in schools without proof of age, admission fees, or entrance tests in Odisha.

Analysis:

1. Parents' Responses:

- 9% agree, 12% disagree, and 79% have no opinion.
- The majority of parents have no opinion on this matter, with a small percentage supporting or opposing it.

2. Teachers' Responses:

- 87% agree, 5% disagree, and 8% have no opinion.
- Teachers overwhelmingly support the idea, with minimal opposition and few remaining neutral.

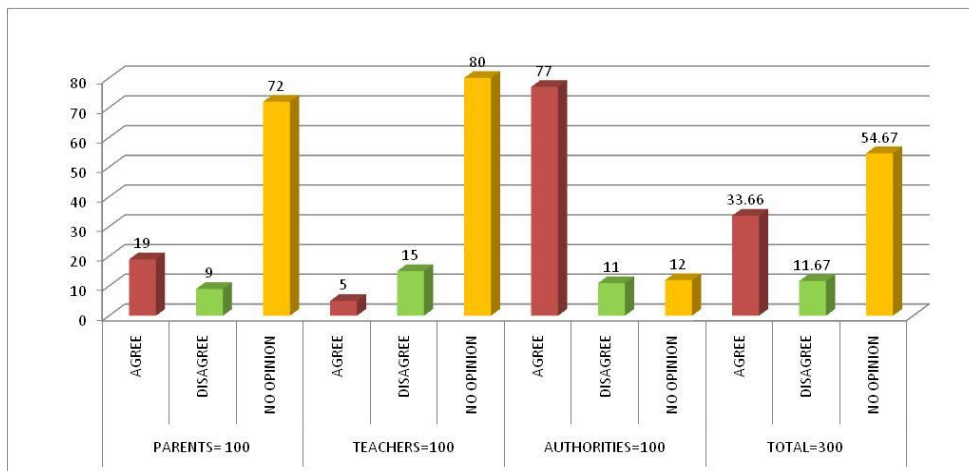
3. Authorities' Responses:

- 89% agree, 5% disagree, and 6% have no opinion.
- Authorities also strongly support the idea, with very few dissenting opinions.

4. Overall Responses:

- 61.66% agree, 7.34% disagree, and 31% have no opinion.
- The overall trend shows strong agreement, with a significant number of respondents remaining neutral.

Fig. 12 Responses of the Samples across Groups with respect to No Subjection of students to Physical Punishment and Mental Harassment by the Teachers and Authorities.



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) regarding the issue of preventing physical punishment and mental harassment of students by teachers and authorities.

Analysis:

1. Parents' Responses:

- 19% agree, 9% disagree, and 72% have no opinion.
- A significant majority of parents have no opinion on this issue, with a small portion agreeing and disagreeing.

2. Teachers' Responses:

- 5% agree, 15% disagree, and 72% have

no opinion.

- Teachers show little support for this issue, with most expressing neutrality and a small portion disagreeing.

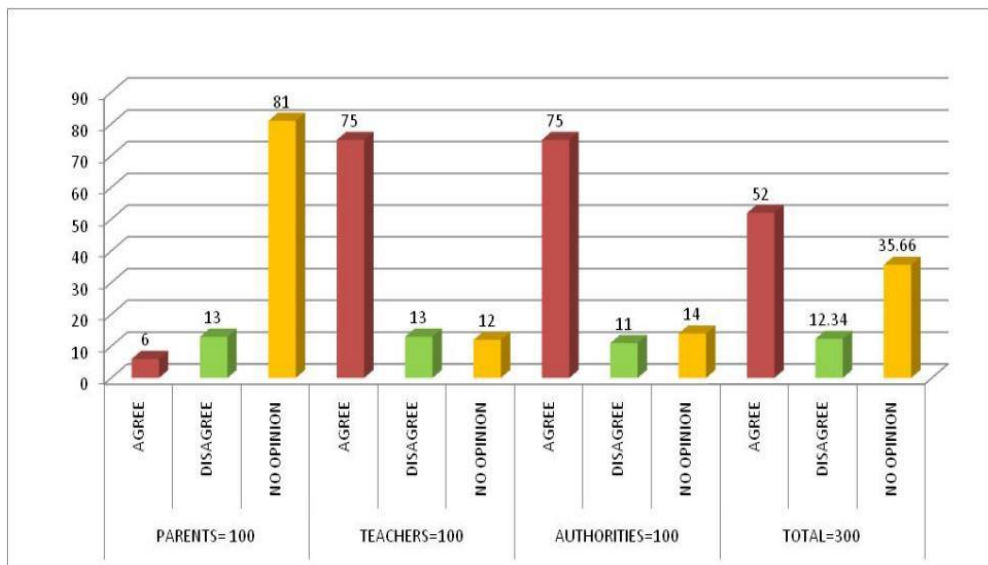
3. Authorities' Responses:

- 80% agree, 11% disagree, and 77% have no opinion.
- Authorities strongly support the idea of no physical punishment or mental harassment, but a large number still remain neutral.

4. Overall Responses:

- 54.67% agree, 33.66% disagree, and 11.67% have no opinion.
- The overall trend shows strong agreement, though many remain neutral or disagree.

Fig. 13 *Responses of the Samples across Groups towards Recognition All Private Neighborhood schools and Fulfillment Statutory Norms.*



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) on the recognition of all private neighbourhood schools and the fulfilment of statutory norms.

Analysis:

1. **Parents' Responses:**

- 6% agree, 13% disagree, and 81% have no opinion.
- A large majority of parents remain neutral, with a small percentage supporting or opposing the idea.

2. **Teachers' Responses:**

- 75% agree, 13% disagree, and 12% have no opinion.

- Teachers show strong support for recognizing private neighbourhood schools and fulfilling statutory norms, with minimal opposition.

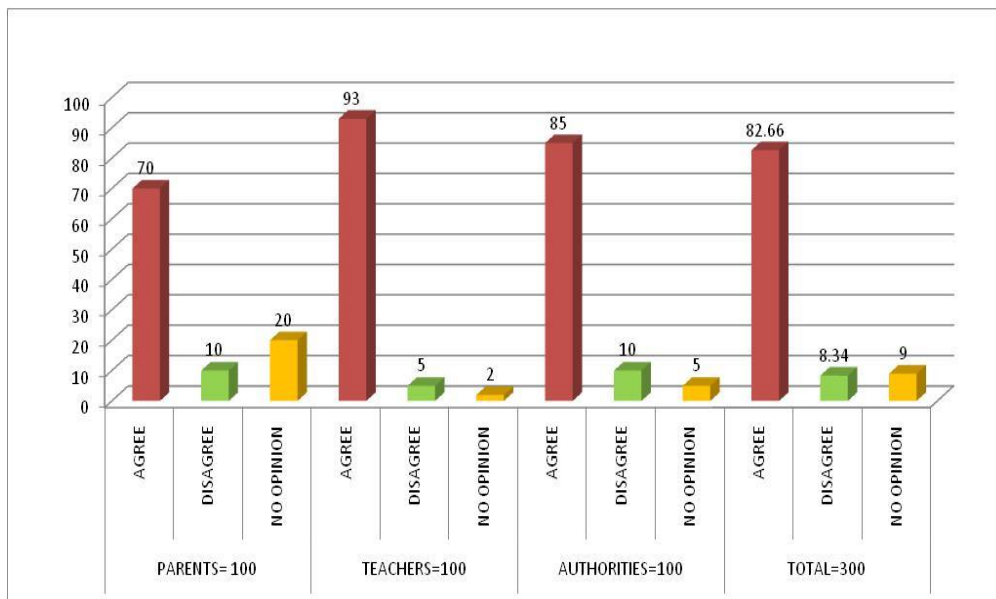
3. **Authorities' Responses:**

- 75% agree, 11% disagree, and 14% have no opinion.
- Authorities also strongly support the recognition of private schools and adherence to statutory norms.

4. **Overall Responses:**

- 52% agree, 12.34% disagree, and 35.66% have no opinion.
- The overall trend shows moderate support, but a significant portion remains neutral

Fig. 14 Responses of the Samples across Groups with respect to the Curriculum Designing of Elementary Education in the State of Odisha.



Source- Data Collected by the researcher

The chart presents responses from three groups (Parents, Teachers, and Authorities) regarding the curriculum design for elementary education in Odisha.

Analysis:

1. Parents' Responses:

- 70% agree, 10% disagree, and 20% have no opinion.
- A strong majority of parents support the current curriculum design, though there is some disagreement and neutrality.

2. Teachers' Responses:

- 93% agree, 5% disagree, and 2% have no opinion.

- Teachers overwhelmingly agree with the curriculum design, with very few dissenting opinions.

3. Authorities' Responses:

- 85% agree, 10% disagree, and 5% have no opinion.
- Authorities also show strong support for the curriculum design, though there is some opposition.

4. Overall Responses:

- 82.66% agree, 8.34% disagree, and 9% have no opinion.
- The overall trend is strongly in favor of the current curriculum design, with minimal opposition.

EDUCATIONAL IMPLICATIONS

The present study has its implication based on the findings of the study, the following issues and problems need to be addressed.

1. Out of school children should be enrolled in age-appropriate class so the universalization of elementary education can be achieved in rural area.
2. Professional teachers have to be recruited to fill in the gap of pupil teacher ratio at the elementary level. In most of the rural school pupil teacher ratio was not as per the RTE Act.
3. Residential facilities should be provided for those teachers and students who come from distant places.

CONCLUSION:

The Right to Education Act 2009 came into force in the year 2010 however the present study found there is a gap in its implementation of RTE Act in rural areas in terms of physical infrastructure of the school, student teacher ratio and establishment of neighborhood school. It can be concluded that the RTE Act is neither effective nor properly implemented in rural area. Therefore, holistic study would be conducted to understand the implementation of the RTE Act in rural area. Besides, both the State govt.

4. Separate room for each class needs to be allocated provided the number of students should be accommodated. This needs to be done soon so that the teachers can give attention to each class.
5. Travelling or transportation facilities like school busses for children must be made for those who usually walk to school at a distance place, or the school should be established in their habitation that would be within the walking distance.
6. More awareness programme, SMC meeting and village meeting should be held in rural school for universalization of elementary education.

and local bodies should take initiative to address the problems and issues and further implementation of the RTE Act in rural area. Side by side the study found there are many problems in elementary education after implementation of RTE Act in rural area due to lack physical infrastructure, student teacher ratio and neighborhood school which is a big challenge for both the state govt. and stakeholder. Therefore, required physical resource, human resource and financial resource should be allocated to overcome the existing problems in elementary education in rural area.

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