

Elementary Education in Rajasthan under the Umbrella of Right to Education

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ABSTRACT

The present research paper analyzes the status of elementary education in Rajasthan in terms of Primary and upper primary schools, enrolment, number of teachers in government and private schools and school infrastructures, pupil teacher ratio and available facilities in schools. This paper analyzes these variables after the implementation of Right to Education Act, 2009 in Rajasthan.

1. Introduction

The primary education provides base to the entire pyramid of education and comprises of the largest numbers of schools, teachers and students (Ather, 2012). In India the constitution (eighty sixth amendment) Act, 2002 inserted article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a fundamental right in such a manner as the state may by law determine the right of children to free and compulsory education (RTE) Act 2009 which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act comes into effect on 1 April, 2010. The title of the RTE Act incorporate the words 'free and compulsory', free education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. Compulsory education casts an obligation on the appropriate government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 years of age group.

With this, India has moved forward to a rights based framework that casts a legal obligation on the control and state governments to implements this fundamental child right as inscribed in the Article 21A of the Constitution in accordance with the provisions of the RTE Act.

The RTE Act provides for the –

- Right of children to free and compulsory education till completion of elementary education in a neighborhood school.
- It clarifies that compulsory education means obligation of the appropriate government to provide free elementary education and ensure compulsory

admission, attendance and completion of elementary education to every child in the six to fourteen age groups. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTR) buildings and infrastructure, school working days, teacher working hours etc.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the state or district or block, thus, ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-education work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fees, (d) private tuition by teachers and (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the constitution and which would ensure the all round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

2. Review of related literature

Review of related research is a very important part of any research. Discussion about these researches, guide the writer to understand the problem.

Agrawal (2013) in his paper estimated educational attainment and educational attainment and educational inequality for educationally backward states in India after inception of Right to Education Act. He estimated average years of schooling and the education Gini Index and estimates show that educational attainment is very low and the extent of inequality is high in all the states. The study adds to the evidence on large gender inequalities in national attainment in the states of Bihar and Rajasthan. The results are very distressed for disadvantaged social groups of the society. There is a need to give attention on education of females belonging to these social groups of the society. There is a need to give attention on education of females belonging to these social groups, particularly in rural areas. To make the Right to Education Act successful.

Woodhead (2013) examined growth in private schooling contribute to education for the right to education Act 2009 guarantees 25 percent reservation of places in private schools is required for children from poor and marginalized backgrounds in the neighborhood, to be subsidized by government. Boys and girls have increasingly differentiated experiences of the private sector for the older group in urban areas, little difference in enrollment is evidential primary level, with a gap opening up after primary, in contrast to the older group in rural areas for whom a gap is evidential all ages, also widening after primary.

Rai (2014) examined implementation of the Act on the fourth year status report of the RTE forum, which was presented in the fourth stocktaking invention held in Delhi in March 2014. Reviewing the status of implementation of the Act one year past the first deadline. The report highlights the apathy and the casual approach of the state towards its commitment of ensuring the right to education for the children unfortunately only 10 percent schools in the country are compliant with all the norms of the RTE Act.

Chaturvedi & Kuldeep (2015) were dealt with status of RTE Act 2009 implementation in Rajasthan only 51.1% of schools meet this RTE requirements and a more positive note 70.1% of schools meet the classroom teacher ratio. Accessibility of drinking water has been steadily decreasing since 2010 and as of 2012 only 67.1% of schools have available to its students. In 2010 only 65.4% of schools had usable toilets and increased by 2012 72%. The percentage of schools that served a mid-day meal on the day of the visit has decreased. In 2012 only 93% of schools served mid-day-meal on the day of their visit opposed to the previous year when 97.1% serve the mid-day meal.

Majumdar (2016) studied consequences of student teacher ratio after implementation of Right to Education Act 2009. According to our Right to Education Act 2009, it has clear that the 30:01 Student Teacher Ratio (STR) effect on the primary school in both rural and urban areas.

In where, mainly two or three teachers primary school situated in different parts of India as well as west Bengal. There are so many works which are very essential to do for a head teacher as well as teacher in charge to maintain the official works which are also affect or the class as well as the teaching learning process in a primary school.

The RTE Act applies not only to publicly funded government schools, but also to all schools wishing to remain operations in India. After crossing seven years of its implementation, it remains to be seen whether the Act has been implemented well enough to make a significant impact on progress of primary education in Rajasthan.

3. Present Status of Elementary Education under RTE Act in Rajasthan

3(i) Literacy Rate and Decadal population growth rate in Rajasthan

In 2009-10, when the RTE Act going to be implant in Rajasthan the total population was 56507.2 crore (Basic data : 2001) and the decadal growth rate was 28.4%. The overall literacy rate was 60.4%. After seven years the present status in 2016-2017 is as follows, the total population is 6,862.0 crore (Basic data: Census 2011) and the decadal growth rates 21.4%. The overall literacy rate is 67.1%.

The main indication of these data is that the decadal growth rate of population is decreasing constantly. It's a positive indication for overall progress of the state. The literacy rate is also increase in a positive way.

Table 3(i) : Literacy rate and decadal population growth rate in Rajasthan.

	Census 2001	Census 2011
Literacy Rate	60.4%	67.1%
Decadal Population growth rate	28.4%	21.4%

Chart 3(i) : Literacy rate and decadal population growth rate in Rajasthan.

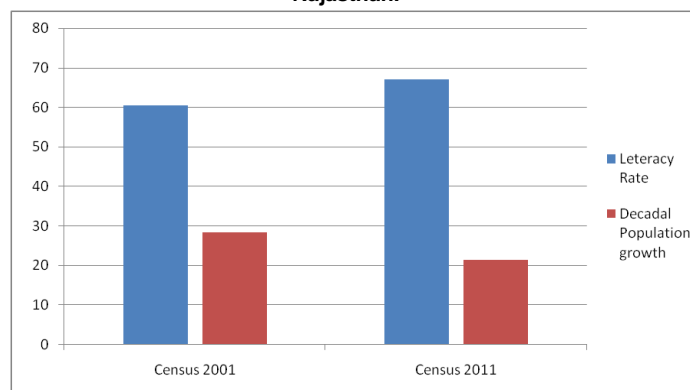


Table: 3(ii)(A) Total primary and upper primary schools in Rajasthan.

Primary & Upper primary schools in Rajasthan	2009-10	2016-17
Government Schools	71907	53684
Private Schools	17721	20693
Total Schools	89628	77000

Chart: 3(ii)(A) Total primary and upper primary schools in Rajasthan.

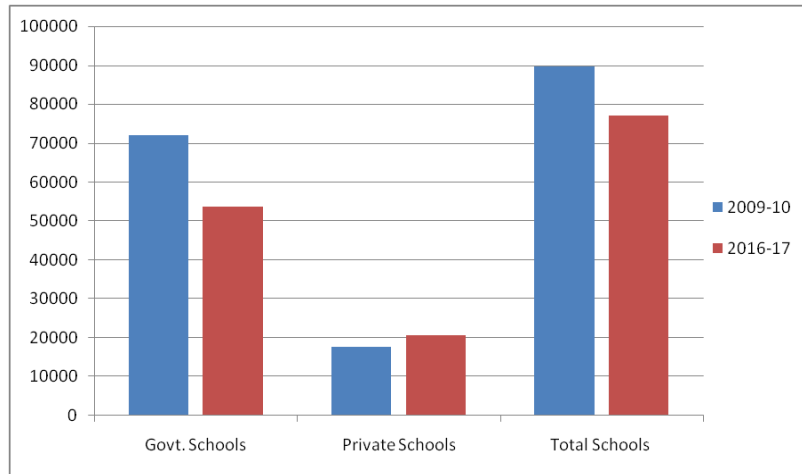


Table 3(ii)(B) Total enrollment in primary and upper primary schools in Rajasthan

Primary & Upper primary schools in Rajasthan	2009-10	2016-17
Enrollment in Govt. Schools	6367997	3616120
Enrollment in Private Schools	2917009	2585241
Total Enrollment	9414461	6382403

Chart: 3(ii)(B) Total enrollment in primary and upper primary schools in Rajasthan

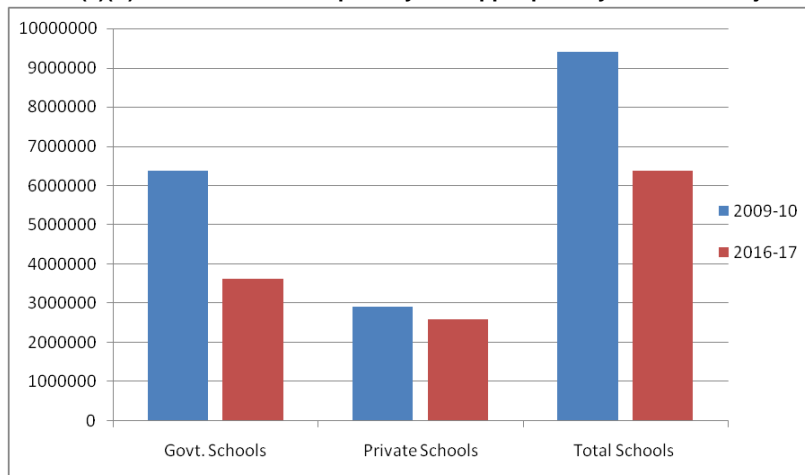


Table 3(ii)(C): Total teachers in primary and upper primary schools in Rajasthan

Primary & Upper primary schools in Rajasthan	2009-10	2016-17
Teachers in Govt. Schools	226663	160444
Teachers in Private Schools	116832	144093
Total Teachers	342031	329890

Chart 3(ii)(C): Total teachers in primary and upper primary schools in Rajasthan

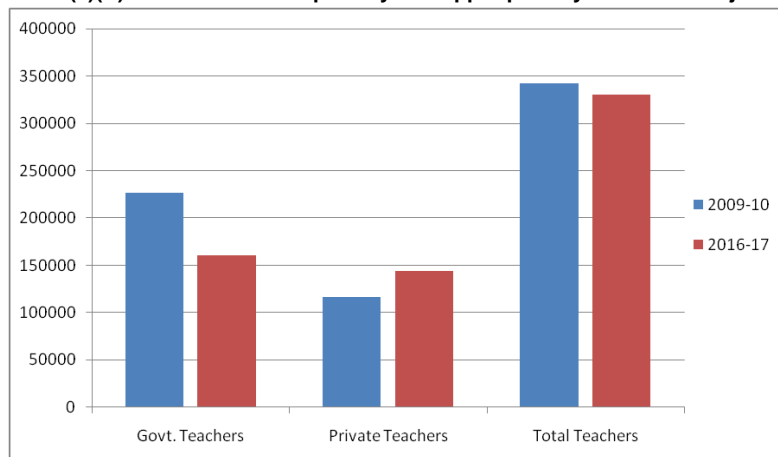
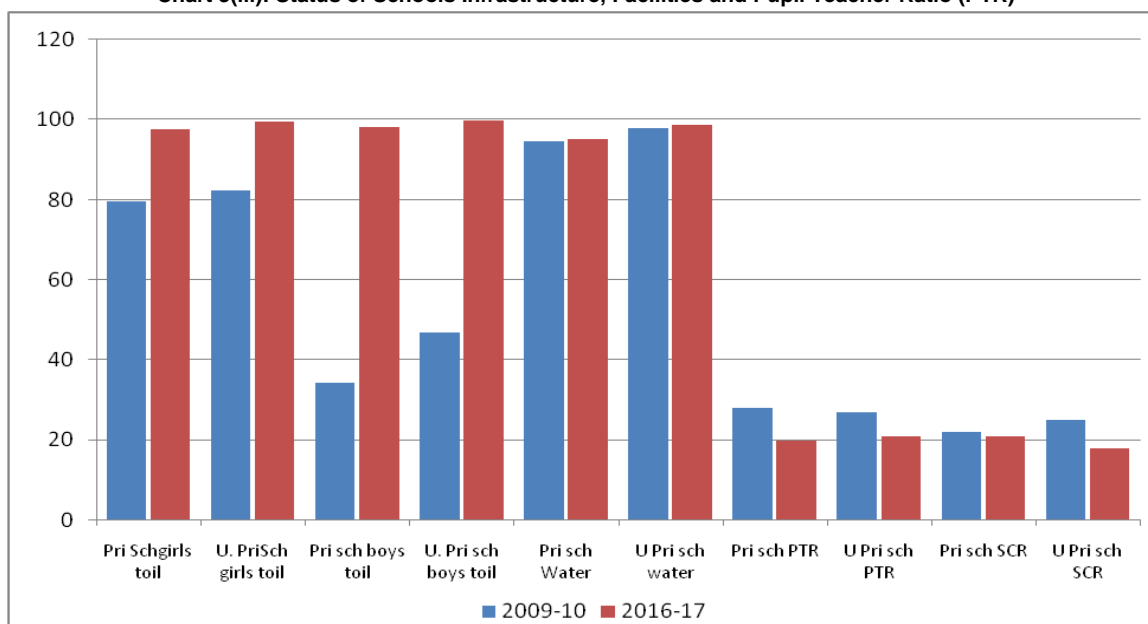


Table 3(iii): Status of Schools Infrastructure, Facilities and Pupil Teacher Ratio (PTR)

Performance Indicators (%)	2009-10		2016-17	
	Primary	U.Primary	Primary	U.Primary
Schools with girls toilets	79.5	82.4	97.7	99.6
Schools with boys (common) toilets	34.4	46.8	98.3	99.9
Schools with Drinking water	94.5	97.9	95.3	98.8
Pupil Teacher Ratio	28.0	27.0	20.0	21.0
Student Classroom Ratio	22.0	25.0	14.0	18.0

Chart 3(iii): Status of Schools Infrastructure, Facilities and Pupil Teacher Ratio (PTR)

4. Findings of the Study and Discussion

- The literacy rate in Rajasthan in 2001 was only 60.4%. In 2011 it increased by 67.1% which shows a positive growth in the state. The decadal population growth rate in 2001 was 28.4%. In 2011 it decreased by 21.4%, it is also a positive sign for the state, pressure of population is now less than past decade.
- The growth of the primary and upper primary schools in Rajasthan is noticed as negative growth. The number of primary schools shows a negative growth of -2.83% average annual growth rates and the number of private schools shows a growth of 0.42 average annual growth rates.
- The main reason behind this negative growth is the decreasing decadal population growth rate, which decreases from 28.4% to 21.4%. The population growth rate of 5-9 years and 10-14 years age groups is consistently decreasing. In a survey of indiastate.com (a recognized Indian population data site) shows that the contribution of 5-9 age group and 10-14 age group in the total population is decreasing rapidly. In 2006 the contribution of 5-9 age groups and 10-14 age groups is 10.72% and 11.01%, but in 2016 it's fallen down as 8.9% and 8.10%. So the researcher is very sure about that the negative growth shown in Table 3(ii) is just shown as total numbers of students enrolment not calculated as the real fact behind it.
- The second reason behind the negative growth of total number of schools is the new rules and policies made by education department of Rajasthan. Mostly, schools are merged with upper primary and secondary school level for providing the better education and facilities for students. So the total number of schools is decreased since 2009-10.
- Total enrollment in primary and upper primary schools is estimated average annual growth has observed negative trend during last seven years in Rajasthan. The negative growth is -8.52% in government primary schools and -4.29% annual growth rates is shows in private primary schools total enrollment of children during post RTE period.
- Total teachers in primary and upper primary schools in Rajasthan observed as declining during last seven years of RTE. A positive growth can be seen in the private school teachers.
- Status of school infrastructure, facilities and Pupil Teacher Ratio (PTR) can be seen in Table No. 2. During the last seven years a positive growth is observed in these basic facilities.
- In 2009-10 the total percentage of schools which provided the separate girl toilets was 79.5% in primary level and 82.4% in upper primary level schools. In the comparison of 2016-17 this facility is now available in 97.7% primary schools and 99.6% upper primary schools.

- In 2009-10 the total percentage of schools which provided the boys (common) toilet facilities was only 34.4% in primary level and 46.8% in upper primary level. But in 2016-17 this facility is now available in 98.3% in primary level and 99.9% in upper primary schools.
 - Primary schools with drinking water facility in Rajasthan in 2009-10 is 94.5% and upper primary schools which provides this facility was 97.9%. In 2016-17 a positive growth can be seen in both primary and upper primary level.
 - Pupil Teacher Ratio (PTR) in 2009-10 was 28 at primary level and 27 at upper primary level. In 2016-17 PTR is increasing after RTE. We can observe the PTR is now 20 at primary level and 21 at upper primary level.
 - Per classroom students ratio in 2009-10 was 22 at primary level and 25 at upper primary level. But in 2016-17 a very positive growth can be seen in primary level the student-classroom ratio is 14 now and at upper primary level it is 18 now.
 - Table No. 3(iii) which shows the status of school infrastructure, facilities and pupil teacher ratio is clearly indicates the growth of these facilities during the last seven years of Right to Education Act in Rajasthan.
 - We can observe that the scenario of elementary education in Rajasthan during the period of Right to Education has changed. It shows a mixed trend of negative and positive growth. Table 3(ii) shows the negative growth sectors in elementary education like total number of government and private schools, total enrollment of children in schools at primary and upper primary level and total school teacher in government and private schools.
- A strong focus is to be placed on developing language and math's skills as fundamental tools for learning. Early grade reading and math's approaches need to be improved. Promotion of instructions in student's local languages will be crucial for improved reading skills and learning outcomes of children especially in early grades.
 - Strengthening state level teacher education planning and systems, which will be critical to ensuring improved teacher preparation and on the job support. Recognizing that teachers are catalysts for social change, they will be central to ensuring an inclusive and participatory teaching and learning process as well as classrooms free of trauma and violence.
 - Use of information and communication technology (ICT) to expand access and improve the quality of learning in Rajasthan.
 - The growth of elementary education should be calculated by quality of education not be quantity of schools and other quantitative based data.
 - The provision under the RTE Act which demands that 25% of seats are reserved for the marginalized society is far from the grim reality. The slow pace of the government will be a major impediment to the success of this Act.

6. Conclusion

Based on the findings of the study, it is concluded that after implication of Right to Education Act 2009 in Rajasthan, the status of elementary education is improved. The basic facilities and infrastructure of schools is improved since last seven years. Some of the success that the RTE Act has achieved, the quality of education in the state is still not at par with the expected standards of quality education. The concept of quality education is very notional in the RTE Act and need to be revised.

5. Recommendations

- Improved identification of children who are out of school and their mainstreaming into age appropriate classes through special training programmes offered under RTE Act in Rajasthan.

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