

# STATUS OF QUALITY EDUCATION AND RIGHT TO EDUCATION IN BIHAR

*“A Study of Danapur Block in Patna District”*



Conducted by:



Association for Promotion of  
**Creative Learning**

चरैवेति चरैवेति  
CREATIVE LEARNING

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**OXFAM**  
India

# STATUS OF QUALITY EDUCATION AND RIGHT TO EDUCATION IN BIHAR

*“A Study of Danapur Block in Patna District”*

## STUDY TEAM

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2. Dr. Y.L Das, Principal Investigator and author
3. Mr. Dilip Khan, Project Manager
4. Mr. Dileep Kumar, Data Entry Operator

## LIST OF ABBREVIATIONS

1	<b>APCL</b>	Association for Promotion of Creative Learning
2	<b>APPEP</b>	Andhra Pradesh Primary Education Project
3	<b>BEP</b>	Bihar Education Project
4	<b>BRC</b>	Block Resource Centre
5	<b>CABE</b>	Central Advisory Board of Education
6	<b>CBO</b>	Community Based Organization
7	<b>CRC</b>	Convention of the Rights of the Child
8	<b>CRC</b>	Community Resource Centre
9	<b>DPEP</b>	District Primary Education Programme
10	<b>EFA</b>	Education for All
11	<b>LJP</b>	Lok Jumbish Project
12	<b>MLL</b>	Minimum Level of Learning
13	<b>MS</b>	Mahila Samakhya
14	<b>NGO</b>	Non-Government Organization
15	<b>NPE</b>	National Policy on Education
16	<b>OBB</b>	Operation Black Board
17	<b>RTE</b>	Right to Education
18	<b>SKP</b>	Shiksha Karmi Project
19	<b>SMC</b>	School Management Committee
20	<b>SSA</b>	Sarva Shiksha Abhiyan
21	<b>TLM</b>	Teaching Learning Material
22	<b>UDHR</b>	Universal Declaration of Human Rights
23	<b>UEE</b>	Universal Elementary Education
24	<b>UN</b>	United Nations
25	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
26	<b>UNICEF</b>	United Nations International Children's Emergency Fund
27	<b>UPBEP</b>	Uttar Pradesh Basic Education Project

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# PREFACE

Education is an essential condition for human resources development. For a civilized family or a society or a nation education is inevitable. Education is the process of facilitating learning knowledge, skills, values beliefs and habits of the people transferred through teaching, discussion, storytelling, training or research which frequently takes place under the guidance of educators, besides autodidactic learning by learners. Basic education/elementary education is inevitable for each individual because it provides basic understanding of the universe in which he/she lives and works. Thus, elementary education has been the major thrust of social sector development planning since its inception. Our social system based on class, caste, gender and religion deeply influence children's access to education and their participation in learning process.

Taking into account the social reality of educational endeavor, tremendous efforts have been made for universalization of primary/elementary education irrespective of class, caste, gender, religion and geographical location of the children in our nation. There are historical evidences of the fact that even since pre independence period attempts have been made to make the primary/elementary education free and compulsory to the children. During post independence era, systematic efforts have been made to universalize primary education through making such provision in the directive principles of Indian Constitution under Article 45, and making other legal provisions from time to time. National policy on education, 1968 urged strenuous efforts for the provision of free and compulsory education at elementary stage, with emphasis on equalization of educational opportunities and facilities and correction of regional imbalances in this regard. Further, in 1972, 1978, 1986 initiatives were taken to promote elementary education to 6-14 years of children on full time and even part time basis as per requirement of the stratified groups. The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunity to all has been widely accepted during post independence phase.

Massive campaign like Sarv Shiksha Abhiyan (SSA) has been launched in order to attain the goal of "Education For All" in the country. Right to Education (REE) act passed in 2009 is a commendable effort of the government through which all the necessary legal provisions have been made to create enabling conditions for

acquiring free and compulsory education by the children belonging to 6-14 years of age. The aspects of universal access, universal participation and universal retention have been taken into account while formulating and passing the act. But, the fact remains that in accordance with the normative needs of the act, necessary preparations/arrangements have not been made adequately so far to fulfill the conditions of RTE in schools. Hence, obviously the gaps remained between the provisions and the implementation of the act, which causes grievances in this context. In addition, at grass roots level, certain instances of deliberate violation of the act in terms of entitlements of the children could also have been witnessed. Therefore, with a view to redressing the grievances pertaining to RTE, Grievance Redressal Mechanism has also been evolved by the Government of Bihar. Comprehensive guidelines have been issued for hearing and redressing the grievances under the purview of RTE so that smooth and proper implementation of the act intending to attain the goal of elementary education to all the children of 6-14 can be ensured.

However, despite all these efforts made by the government, in this context, still the implementation of RTE does not seem to be appropriate and effective in terms of attaining the goal of quality and inclusive elementary education. Therefore, it requires the community support and support from NGOs/CBOs. Hence, APCL with support from Oxfam India has made necessary efforts to create conducive condition for smooth and proper implementation of RTE through its significant innovative interventions to mobilize the community particularly children, teachers and parents for their effective participation in elementary education system. The present study has discovered this fact that the scenario of primary/elementary education has started gradually changing especially in the project area, but still lot of corrective measures are to be taken up to improve the state of affairs intending to achieve the desired goal of universal quality elementary education.

The study has discovered this fact that GR Mechanism in Bihar is in preliminary stage at present juncture, hence it has not become so effective in documenting, processing and redressing the grievances pertaining to RTE. However, sufficient scope is there to remove the bottlenecks of the GR Mechanism and to further strengthen the system to make it effective.

Hopefully, the findings of the study will provide sound basis to the state government to bring in desirable improvement in process of implementation of

RTE so as to make it more effective in order to attain the goal of universal elementary education in conformity with the provision of RTE.

I would like to express my gratitude to Oxfam India who provided utmost support and guidance to plan and conduct the study. The study team and academic core group involved in developing study tools, imparting training, processing and analyzing data and preparing study report deserve my special appreciation.

I am thankful to school teachers/Head Masters and all of them who extended their support and cooperation to facilitate survey team and provide necessary information.

Survey study involved survey of schools/fieldwork. This was a stupendous task to gather relevant information from requisite sources despite several constraints of the field. But, survey team succeeded in accomplishing the task through their hard work and sincere interest. I express my thanks to them for their arduous work and commitment. Dr. Yogendra Lal Das and Mr. Dilip Khan made rigorous efforts in this Endeavour; hence I would like to express my thanks to them also. Finally, I would like to express my gratitude to Sri Vijoy Prakash, IAS (Retd.), who constantly mentored and guided our efforts. I am thankful to Mr. Dileep Kumar for beautifully processing & computerizing the data and composing the report.

**Dr. Mridula Prakash**  
Executive President  
APCL, Patna

# EXECUTIVE SUMMARY

## TITLE OF THE STUDY

STATUS OF QUALITY EDUCATION AND RIGHT TO EDUCATION  
IN BIHAR

## STUDY CONDUCTED BY

ASSOCIATION FOR PROMOTION OF CREATIVE LEARNING  
NARGAD, DANAPUR CANTT., SHIWALA ROAD, PATNA – 801503

## STUDY SUPPORTED BY

OXFAM INDIA

## OBJECTIVES

Main objective of the study was to assess the current status of schools in respect of quality elementary education as envisaged under the legitimate provisions of RTE and to identify the gaps so that corrective actions may be suggested to improve the state of affairs. Especially the objective of the study was as under:

- ✓ To assess the current status of schools in terms of students strength by their age and caste category, availability of necessary infrastructural facilities, teaching-learning processes and extending the benefits to the children in accordance with their entitlements of RTE.
- ✓ To examine the gaps between provisions of RTE and its actual implementation.



- ✓ To analyze of OXFAM India supported project of APCL in promoting elementary education in the study area.
- ✓ To visualize the deficiencies in implementation process of RTE in connection with providing quality education to the children.
- ✓ To recommend measures for accelerating the pace of implementation of RTE for attaining the objectives of quality primary/elementary education with special reference to Bihar and particularly in the context of the study area which is dominated by down trodden/deprived section of the society.

## METHODOLOGY

- ✓ In consultation with OXFAM India decided the study design, elementary schools situated in the project area of Danapur block were purposively chosen. Altogether, the schools were taken up under sample. However, due to unavailability of updated/correct statistical information for practical purpose one school could not provide all the requisite information. In such case, 13 schools were covered for statistical analysis.
- ✓ Interview schedule was developed to collect requisite information from each sampled school through the concerned teachers.
- ✓ Apart from gathering information from readily available school records and interviewing the teachers qualitative information as regard quality elementary education with special reference to RTE was also gathered from group discussions/interacting with the local people such as parents, Panchayat Raj Institution representatives and the other prominent persons.
- ✓ Certain information was generated by the Field Investigators on the basis of their field observation.
- ✓ Quantitative and qualitative information were classified in meaningful categories while processing the data/information.

Finally, the tables of quantitative data were analyzed and the analysis of qualitative information had been done to derive significant findings of the study and the report had been prepared on the basis of significant findings of the study necessary corrective measures have been suggested for ensuring quality education through smooth, proper and speedy implementation of RTE.

## FINDINGS OF THE STUDY

- ✓ School of the project area is situated in OBC and SC dominated area. Hence, majority of the students belong to weaker sections.
- ✓ Generally number of girls child is more than boys in sampled study schools probably because of certain special innovative efforts made under OXFAM India supported APCL project to promote girls education.
- ✓ Toilet facility existed in many schools were not appropriate to be used by the students particularly by the girl child probably because of poor maintenance.
- ✓ Drinking water facilities seemed to be almost satisfactory in most of the schools.
- ✓ Most of the schools (around 71%) reported late distribution of text books to the children.
- ✓ More than one-fifth (21.43%) schools could not made available the school uniform to their children at appropriate time.
- ✓ More than one-fifth (21%) schools still do not have kitchen sheds and utensils for mid-day-meal.
- ✓ Almost all the schools keep Bal Panji (Eligible Child Register of the school influence area) and report card of the students besides keeping attendance record of the teachers pertaining to their participation in CRC and BRC meetings.
- ✓ School Management Committee and Bal Sansad (Children Parliament) are constituted in each sample school.
- ✓ Around two-third (64%) schools did not have innovative Teaching-Learning Materials (TLMs) for effective and joyful teaching.
- ✓ It appeared that the parents have now keen interest in getting their children of 6-14 years age group enrolled in the schools. However, most of their children of this age group are the first generation learners. So at home, generally no one is available to properly guide them and monitor their quality of acquiring education in the classrooms.
- ✓ So far as enrollment of students in school is concerned, most of the provisions of RTE are followed. Not any admission fee, donation, tuition fee, etc. are being charged from parents/guardians. However, special/additional teaching is not in practice especially for those who get admitted a bit late.

- ✓ The children does not have any threat of corporal punishment from their teachers and no discriminations among the children belonging to different socio-economic/cultural strata are done, therefore, enrollment and retention of girl child have been improving after the RTE Act coming into force.
- ✓ Initially, the parents were not found very keen to send their girl child to the school continuously for 8 years to attain the level of formal elementary education. In this context, APCL tried to make tremendous efforts as described in Chapter - III to motivate the parents/students especially the girl child through their peer group pressure. As a result, the leftouts and dropouts were mobilized to join/rejoin primary/elementary schools in the project area. Besides the incentives of the education act, also drew the attention of the community in general and the target group in particular to acquire primary/elementary education. Hence, it created positive impact to promote elementary education in the project area to a considerable extent.
- ✓ This was a great achievement that now as compared to the boys, the strength of girls students has increased significantly especially in primary schools of the study area. Their attendance in school is also relatively better than boys.

This was because of the fact that effective efforts were made to promote girl education and the girls were provided with necessary benefits as per their entitlements of the act and the other provisions of the government. This was observed that in some cases because of poverty, male child (boys) either use to work in economic pursuits to supplement the household income or they migrate outside for this purpose. Therefore, their participation in formal primary/elementary education has rather reduced in the recent years.

- ✓ Though the gaps was observed significant between actual enrollment and the attendance of the students. But participation of girl students in terms of their regular attendance was better than that of boys.
- ✓ So far as, infrastructural facilities of the school are concerned as compared to the previous years, it has increased in terms of school buildings/classrooms, toilets, etc. In most of the schools, sufficient rooms were available for students and teachers. However, in many schools boundary wall are not constructed so far for the safety reasons to the

- students. Kitchen shed was also not constructed in some schools of the study area.
- ✓ Still subject teacher for class VI to VIII are not available at all the schools of the study area.
  - ✓ Teachers are still being engaged in non-teaching jobs despite having restrictive provision of the RTE for the same.
  - ✓ Though the girls toilets have separately been constructed in the schools, but a substantial number of both (boy and girls toilets) were found redundant because of lack of their proper maintenance.
  - ✓ Though under the provision of RTE, text books and school dress/uniform are being made available to the students but the supply of those materials in majority of the schools were inordinately delayed.
  - ✓ The timely distribution of scholarship is also not ensured to all the eligible students.
  - ✓ This was presumed that BRCs/CRCs will provide adequate opportunity and the government will facilitate the teachers financially to prepare and use innovative and effective Teaching Learning Materials (TLMs) to make the learning easy, interesting and joyful. But, as observed at present juncture, this process of preparing TLMs and its utmost use are not being done in many schools to a great extent. Probably fund for the same has not been made available to school for this purpose.
  - ✓ APCL has intervened into creating conducive environment in the schools to promote creativity among the students through developing and making available innovative TLMs like Alphagrams, Educational Playing Cards, etc. in connection with effective teaching to ensure quality elementary education.
  - ✓ Apart from classroom teaching, some model after school teaching technique has been demonstrated in the project area in order to bridge the gap of learning deficiency of the low achievers and the differently abled children. This practice needs to be continued in the project area.
  - ✓ Library, playgrounds, etc. were not found in good condition or not functional in the many schools of the study area.
  - ✓ Though the Bal Sansad of the school exists in almost all the schools. Sporadically, they do some creative activities in the schools for their recreation and learning. Whenever, the APCL project personnel use to visit the schools, Bal Sansads were guided and involved in some creative activities which needed to be sustained further.

- ✓ Though SMCs was supposed to contribute significantly in school affairs especially in preparing SDP (School Development Plan), monitoring teaching-learning process as well as creating conducive condition for better functioning of the school and mobilizing the community to acquire free and compulsory elementary education, but such expectations could not be fulfilled so far in many cases.
- ✓ As reported by the local people and as observed in the field, syllabus prescribed for the students is being by and large accomplished within the calendar year. Schools generally run for 220 days in a calendar year as prescribed by the RTE Act, but the level of competency attained by the students vary largely from one to another.

## CONCLUSION

On the basis of the significant findings, based on quantitative and qualitative analysis of the facts, survey study discovered that in the context of RTE, certain efforts have been initiated to promote elementary education in the study area. However, in connection with providing the requisite support and facility in the schools, more financial resources are required to be made available. In order to ensure the actual implementation of RTE, pertaining to quality elementary education to the children irrespective of their class, caste, economic status, geographical locations, etc. still lot of efforts need to be made. For this purpose, actual need assessment and accordingly the resource mobilization seemed to be inevitable. Quality of trained and qualified teachers, remedial teaching, effective TLMs, supportive monitoring of teaching-learning process, timely distribution of incentives to the children, etc. are required to be ensured to ensure the quality of elementary education. Constant support and help from NGOs seem to be imperative to achieve the desired goal of universalization of quality elementary education.

## RECOMMENDATIONS

### **Infrastructure and basic amenities**

- ✓ Some of the Schools still having no boundary wall or dilapidated fencing, they lack playground and kitchen shed as well, and hence these facilities

- need to be created at the earliest in order to ensure smooth functioning and conducive environment of the school.
- ✓ Proper maintenance of toilets especially girl toilets should be ensured in each school in order to ensure its optimum use.

### **Enrollment**

- ✓ In order to ensure free and compulsory quality elementary education, first of all participation of all the children irrespective of their sex, caste, religion, economic status need to be ensured through their proper and impartial enumeration, persuasion and motivation.
- ✓ Special efforts are to be made not only to implement mandatory provision of RTE Act but in order to properly implement all the child rights.
- ✓ The working male child should cautiously be identified and included in the educational mainstream by way of restricting the prevailing child work/child labour practice. While identifying the child of 6-14 years age group from school influence area in course of preparing Bal Panji (Child Register), special stress should be given on the leftouts/dropouts/migrants (especially boys) and accordingly their enrollment should be ensured.
- ✓ There should be some compulsion on the parents to ensure compulsory enrollment of their eligible children and needful attendance up to class VIII level.
- ✓ Adequate financial resources are to be made available to the schools as per current requirement to meet the actual need pertaining to RTE norms.

### **Teachers and their training**

- ✓ According to the provision of RTE, adequate number of teachers especially the subject teacher for class VI to VIII on the basis of the local need of the study area needs to be recruited.
- ✓ In order to achieve the goal of quality elementary education, provision for in service teachers training without break in their regularity and timely payment of salary needs to be made.
- ✓ The teachers should also be given opportunity to learn from the best practices of developing TLMs and teaching technique being adopted at neighboring schools and the schools located outside the district and state so that those practices can be replicated at the local level also.
- ✓ There should be a training module on preparing annual school development plan as per the provision of RTE Act which needs to be

developed through organizing a state level workshop involving subject experts and the stakeholders.

### **Teaching Learning Materials (TLMs)**

- ✓ Considering the significance of innovative teaching aids, effective and innovative TLMs should be regularly developed and used to make the teaching learning process more effective and joyful.
- ✓ CRCs, BRCs and the schools should be provided with the fund for preparing such TLMs.
- ✓ Attempts should be made to develop diverse curriculum for divergent group of the children considering their diverse potentialities and the context so that each one can take genuine interest in teaching-learning process.
- ✓ The capable NGOs having experience and expertise in activity based teaching techniques and developing innovative training materials for the same should essentially be associated with the teacher's training to be carried out at regular basis in teacher's training colleges and also on occasional bases to the short duration in service training of the teachers so that the quality of teacher's training can be improved and accordingly the transaction of the teaching-learning materials can be done smoothly, effectively and joyfully in the classroom situation.

### **People's participation**

- ✓ Massive involvement of community people, PRI representatives and SMC representatives is required for creating conducive condition in the schools and the villages for gladly joining the schools by the boys and girls of all the sections including poor and deprived sections. They should also take part in various developmental activities and important events being celebrated at important occasions. Besides, they should frequently visit the school premises to monitor the teaching-learning activities as well as attendance of the students and teachers.
- ✓ In order to harness, the requisite support of the stakeholders like SMCs, PRIs, etc. their recurrent meeting -cum- orientation is to be organized so that they may be sensitized to take part in the school affairs.

### **Remedial teaching to ensure the quality/competency**

- ✓ After school remedial teaching arrangements should be made to low achievers so that they may acquire the needful learning competency as



their fellow colleagues. Otherwise, some special classes should be arranged for them in long vacations so that they may cope up with those who have attained the required level of learning.

- ✓ There should be provision for testing the learning disabilities among the students and they should be provided with needful support to remove or mitigate those disabilities so that they may acquire the desired learning competency at stipulated timeframe.

### **Enhanced learning**

- ✓ At least all the boys and girls from class V and VIII should be provided with the opportunity of interstate/inter district learning trip. After completion of the trip, they should also be given to share their learning experiences.
- ✓ From time to time, especially class VI to VIII students can be given exposure to basic learning of Information Technology.
- ✓ On the eve of important national/international days, students should essentially be involved in creative activities like Essay, Debate, Painting, Singing, Quiz contests, etc.

### **Student's incentives according to their entitlements**

- ✓ Timely distribution of school uniforms, text books and scholarships to the eligible students should be ensured so that they may accomplish the syllabus and acquire desirable competency in the prescribed calendar year. Accountability to the concern authority should be fixed to ensure the same.
- ✓ Some finance needs to be earmarked by the government to conduct creative activities by the students under the guidance of Bal Sansad on regular basis.

As still majority of the students and parents are not aware with the specific provisions of RTE and the Grievance Redressal Mechanism, therefore a massive campaign needs to be launched to make them aware so that they may come forward to ensure the effective implementation of RTE pertaining to quality elementary education in their respective school.



## CHPATER - I

### INTRODUCTION

#### 1. Education: Concept and Significance:

Education is the wealth of knowledge acquired by an individual after studying particular subject matter or experiencing life lessons that provide an understanding of something. The act or process of imparting or acquiring particular knowledge or skills as for a profession. It can be defined as wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life.

According to UNESCO Education is considered as a 'sacred duty' for countries to fulfill supporting educational opportunities for all and educational methods 'best suited to prepare children of the world for the responsibilities of freedom'.

Wikipedia an e encyclopedia defines: "Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational."

Swami Vivekananda has rightly observed that "Education is the manifestation of the perfection already in man." further he stressing on the importance of education remarked "So long as the millions live in hunger and ignorance, I hold every person a traitor who, having been educated at their expense, pays not the least heed to them!"

#### **Views of Mahatma Gandhi on Education:**

Education means an all round drawing out of the best in child and man-body mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education.

Gandhiji thought that Education is closely associated with the socio-economic development of the society. He took up scheme for basic education in which vocational training or work experience is the utmost important. It is due to the fact that it stimulates the human mind for creative thinking or dignity of manual labours. He thought that such creative thinking should be taken up from primary to higher level education. His view of basic education is greatly influenced by his philosophy of truth and non-violence, firm belief in God and dignity of labour.

Education is most essential for empowerment of human being. The main aim of education is the development of human personality. Human personality is four fold in an individual that is body mind, heart and spirit. True education stimulates the spiritual intellectual and physical strength of the individual. Education of heart brings the idea of sympathy, fellowship and deep feelings of love.

Education does not merely produce good individual but also one understand one's own responsibilities in which one lives Gandhiji talks of education in terms of discipline. It is regarded as one of the most parts and parcels of education. Without discipline, the sound education system is impossible. The goal of education consists of character.

Thus, education is the most important component of human development. It develops mental powers and helps to understand the life situation in accurate manner. Its immense potential opens the door of quality of life and brings a paradigm shift towards social and national development. It is also considered as key to emancipate human being from the umpteen problems of life. So, since primitive era, education has been considered as important aspect for human being. It is said that "Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulating knowledge, skills and values from one generation to another.

## **2. Elementary Education in India:**

Elementary education has been the major thrust of social sector development even since pre independence period in India. Several efforts have been made sporadically in this direction during British regime. Since Independence, India has made impressive progress in terms of growth of educational institutions at different levels, physical access to schooling for children, and diversification of educational programmes as designed in different five year plans. The following abstract from publication of MHRD, GoI will provide the historical perspective on development of elementary education in the country:

India has a long tradition of education both through formally organized institutions (such as Institutes of Higher Learning at Takshashila and Nalanda) as well as less formal ones like hermitages or 'ashrams' where pupils were under the complete custodial care of their Gurus. A mass education movement, however, began during the age of Jainism and Buddhism when a widespread attempt was made to use the people's spoken language to impart education related to the needs of people.

In the medieval times, the system of education developed two main types of schools: (a) 'Pathshalas' and 'Madarsas' whose curriculum included traditional classical learning and religion; and (b) informal village-schools which imparted instruction in the three R's to any child desirous of such learning.

By the end of the 18th century, India had a fairly wide- spread village-based indigenous system of child education comparable to the primary stage. Extensive surveys conducted by Thomas Munroe in Madras (1822-24), Mount-Stuart Elphinstone in Bombay (1823-25), William Adam in Bengal and Bihar (1835-38) and in Punjab (1849), provide ample information on this popular system of indigenous education. These schools were independent. They neither received any funds from the state nor were they.

A school learning centre generally functioned in the teacher's house / local temple / under a tree, and so on. Hours of instruction and working days were adjusted to the local requirements. There was a 'monitorial' system in which the advanced pupils guided the new entrants and slow learners. Peer-group learning, multipoint entry, need-based studies and adaptability to the local environment were the chief merits of these indigenous schools in which, around 1854, 9 lakh pupils were receiving education.

The process of decay of the indigenous system of education in India started with the advent of the British rule when a system modeled on English schools was established mainly in urban centres. The urban upper classes took advantage of this system for capturing government jobs. The bulk of the Indian population living in the rural areas remained outside the system.

In England, compulsory education Acts had been passed in 1870, 76 and 80. As a result an emphatic demand for 4 years of compulsory primary education was made by Dadabhai Naoroji & Jyotiba Phule from Bombay Presidency in their evidence before the Indian Education Commission (Hunter Commission, 1882) which accepted the logic and stated that "while every branch of education can justly claim the fostering care of the state, it is desirable, in the present circumstances to declare the elementary, education of the masses, its provision, extension and improvement, to be that part of the educational system to which the strenuous efforts of the State should now be directed." The Commission also recommended the transfer of the control and administration of elementary education to local bodies, as done, in England. This was acted upon. State finances for making primary education universal could be reduced or even ultimately withdrawn, under this doctrine of local self-government. But local bodies had little resources to take up this burden.

In 1910, Gopal Krishna Gokhale moved a resolution in the Imperial Legislative Council that "a beginning be made in the direction of making elementary education free and compulsory throughout the country", which was opposed by the official side, A Bill to that effect moved by Gokhale on March 16, 1911 was thrown out.

In 1917, Vithalbhai Patel was responsible for getting the first Law on Compulsory Primary Education in India passed by the Bombay Legislative Council. By 1930, every Province of British India had a law on primary education. But among the princely States, Baroda was the first to pass an Act for compulsory education of boys from age 7 - 12 and girls from age 7 - 10, in 1906.

After the passing of Government of India Act, 1919, the control of elementary education was transferred to Indian ministers. This ushered in an era of rapid expansion of elementary education which, however, created new problems. The Hartog Committee (an auxiliary Committee of Simon Commission, 1929) observed, "throughout the whole educational system, there is wastage and ineffectiveness."

The introduction of Provincial Autonomy in 1937 through the Government of India Act, 1935, gave more powers to Indian Ministers to act independently. Though detailed plans for large-scale expansion of elementary education were developed, the implementation was restricted because of the outbreak of the Second World War.

For overcoming the constraints of funds at the disposal of Congress Ministers, Mahatma Gandhi suggested that the plans of mass education need not be held up and that universal, compulsory and free primary education of seven years' duration could be given to every child if the process of schooling could be made self-supporting. With this object in view, Gandhiji formulated the scheme of 'Basic Education' which was discussed and endorsed by the first Conference of National Education held at Wardha in October, 1937 which resolved that free and compulsory education be provided for seven years on a nation-wide scale, the medium of instruction be the mother-tongue, and the process of education during this period should centre around some form of manual productive work. This scheme was adopted in several provinces where the Congress was in power.

Consequent upon the continued efforts of the leaders, the provision, of free and compulsory education to all children till they reached the age of 14 years was nationally accepted during the early 1940s as the responsibility of the State. The Post-War Plan of Educational Development in India (1944) popularly known as the Sergeant Plan, recommended the provision of free and compulsory education to all children in the age group of 6 - 14 years in a phased programme spread over a period of 40 years. However, the national leadership was determined to telescope the process and a Committee under the Chairmanship of B.G. Kher recommended that the goal should be achieved by 1960. It was this recommendation that formed the basis of Article 45 of the Directive Principles of the Indian Constitution enjoining that the "State shall Endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years."

The goal of providing free and compulsory education to all children up to the age of 14 years has, however, not yet been achieved in spite of considerable investment of resources in successive Five Year Plans. An ever-increasing population, financial and organizational constraints, socio-economic problems and finally, lack of national will appear to have been the main hurdles in achieving the goal.

Consequent on the recommendations of the Education Commission a Resolution on National Policy on Education was formally issued in 1968. It urged strenuous efforts for the provision of free and compulsory education at the elementary stage, with emphasis on equalization of educational opportunities, correction of regional imbalances in provision of access and improvement of educational facilities, especially in the rural and backward areas. It also highlighted the need to emphasize the education of girls and spread of education among the backward classes and especially among the tribal people.

In order to reach the children from the deprived groups whose circumstances prevented them from availing of full-time primary schooling facilities, the Central Advisory Board of Education (CABE) recommended, in 1972, the alternative channel of part-time education. Accordingly, part-time education was emphasized for the first time in the Draft Fifth Plan (1974--79). The Fifth Plan also treated Elementary Education as part of the Minimum Needs Programme for which State Plan outlays were earmarked.

The Working Group on Universalization of Elementary Education set up by the Ministry of Education, Government of India in 1978 recommended a new motto:

"Every child shall continue to learn in the age group 6 - 14, on a full-time basis if possible, and on a part-time basis if necessary. It was stressed that in such an arrangement, the basic minimum knowledge of literacy, numeracy and inculcation of the social and civic responsibilities should not be sacrificed. The content of education should be meaningful and relevant to the socio-economic milieu and needs but should not thwart the scope of vertical mobility. This led to the initiation of a Centrally Sponsored Scheme for part-time non-formal education for backward States during the sixth Five Year Plan.<sup>1</sup>

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. **The original Article 45 in the Directive Principles of State Policy in the Constitution mandated the State to Endeavour to provide free and compulsory education to all children up to age fourteen in a period of ten years.** The National Policy on Education (NPE), 1986/92, states: "In our national perception, education is essentially for all. Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit- thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution"

With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE. These efforts were intensified in the 1980s and 1990s through several schematic and programme interventions, such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP), and Teacher Education which put in place a decentralized system of teacher support through District Institutes of Education and Training, District Primary Education Programme (DPEP). Currently the Sarva Shiksha Abhiyan (SSA) is implemented as a Centrally Sponsored Scheme in partnership with State Governments for universalizing elementary education across the country.

Currently, Sarva Shiksha Abhiyan (SSA) is implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, text books and support for learning achievement.

### 3. History of Elementary Education in Bihar

The appreciation of the importance of education and educational practices in Bihar, date back to the period of Gautam Buddha and Mahavir in the 5th century BC. During that period, the Buddhist and Jain education started in parallel with the traditional Vedic education. The Buddhist education was based on the Ashtangic

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<sup>1</sup><http://www.teindia.nic.in/mhrd/50yrsedu/y/3P/45/3P450401.htm>



(eight-fold) Path, and its distinguishing features were: the introduction of a new curriculum, Pali & Prakrit, combining day schools with residential education and education through the medium of the language of the people. No doubt, both the Buddhists and the Jains used education to spread the teachings of their masters. However, their educational systems were not confined to religious and spiritual themes but were also closely related to life. A very important feature of these educational systems was that the door of education was open to all. During the time of Ashoka, there is evidence of widespread practice of education in the Magadh Empire.

It is significant that as many as four Ashoka pillars, containing the engraving of the Emperor's message to the people, were erected at short distances in Magadh. This shows that good section of the population was able to read and write. It was also during the time of Ashoka that the beginning of the establishment of the Nalanda University in the form of the Nalanda Vihar was made. Subsequently three Universities flourished in Bihar: the Nalanda University itself, and universities of Vikramshila and Udantpuri, both of them established in the 8th century by the Pal Dynasty King, Dharmapala. The existence of these universities indicated that there would have been in their hinterlands institutions of elementary education from where they drew their students. Similarly, various innovative initiatives were taken afterwards in order to promote education system especially child education in Bihar.

Before the advent of the British, four types of educational institutions existed in Bihar: the Sanskrit Chatushpadi, or Toll as they came to be known later and Madarsas, as institutions of higher learning, and Pathashalas and Maktabas as elementary schools. The institutions for higher learning were generally established at the initiative of an eminent person or a group of such persons. For defraying their day-to-day expenses, they used to get grants from the local King or his agent or from the rich families of the village. In the beginning of the 19th century, local elementary schools existed in large numbers, almost in every village. Apart from reading, writing and arithmetic, they imparted practical knowledge like bookkeeping, keeping of land records etc. These schools were a part of the village life and the teachers were like public servants. The medium of instruction was the local language. Nominal fees were charged from the parents of the children.

The establishment of Buniyadi Vidyalayas started in Bihar from 1938. The Zakir Hussain Committee Report on Basic Education was published in 1938 and discussed the same year in the Haripura Congress. In December 1938, the Bihar Basic Education Board was constituted under the Chairmanship of the then Education Minister of Bihar. In April 1939, within a distance of 125 miles in a compact area called Brindavan in Champaran, 35 Buniyadi Vidyalayas were established. The rules for the Basic Education Board were framed in December 1949. Between 1949 and 1957, basic education in Bihar was institutionalized in the form of Junior Basic Education Schools (Class I to V), Senior Basic Education Schools (Class VI to VIII) and Post-Basic Education Schools (Class IX to XI). Side by side, training institutions for educating the teachers in these schools were also established. During this period, Bihar was the only State where facilities were available for basic education from the primary level to the higher school level. The District Inspector of Schools controlled

these schools and the District Superintendent of Basic Education supervised them.

The decade of the 1970s witnessed two major changes in the system of school education in Bihar. Firstly, in 1976 all the primary and middle schools were taken over by the State Government. Though the formal taking over took place in 1976, it became effective retrospectively from 1st January 1971. Accordingly, the control and management of all primary and middle schools in Bihar was transferred to the Department of Education of the Government.

The adoption of the National Policy on Education in 1986 did not result in any significant change in the educational scene in Bihar. All that happened was the establishment of a few Navodaya Vidyalayas. Some Kendriya Vidyalayas had come into existence in Bihar even before the National Education Policy was adopted.

Three rounds of appointment of primary teachers took place between 1994 and 2000. In 1994, the Bihar Public Service Commission conducted exams to select 25,000 teachers. In 1998, 1,000 trained teachers were appointed through the same process and in 1999, 14,000 primary teachers were appointed by this process. After that, in 2001 and 2003, Shiksha Mitras were appointed at the levels of Panchayats.

In 1991, Bihar Education Project Council was established and it started its activities, under UNICEF financing, in the field of primary education, parallel with those of the Education Department of the Government of Bihar. The Board's work started in the Sitamadhi district under the Sitamadhi Yojana and then it extended to seven more districts in the united Bihar. In present Bihar, three districts are covered by the activities under the Bihar Education Project (BEP).

The UNICEF programme, in the second stage, was converted into the World Bank financed District Primary Education Programme (DPEP) starting from 1997. The Bihar Education Project Board was entrusted to carry out this programme. Under both these programmes, separate infrastructure of teachers and other workers was created at the district and State levels. Thus, two parallel institutional arrangements, one under the Education Department of the Government of Bihar and the other under Bihar Education Project Council were active in transforming the shape of primary education in Bihar. As the work progressed, these two parallel arrangements came to be characterized by contention and conflict instead of dialogue and co-operation. Consequently, in the third stage when the Sarva Shiksha Abhiyan started in 2000-2001, the Department of Education entrusted the work relating to SSA to the District Education Superintendent-cum-District Programme Coordinator, whereas under DPEP two different individuals held these posts.

These programmes are based on the partnership of the community in providing primary education. In other words, an attempt is now being made to return to the community the rights that the government had taken away in the 1970s and early 1980s. The establishment of the Vidyalaya Shiksha Samitis is a move in this direction and amendment in the Rule was made for its constitution in 2013.

Though pre-service training facilities are lying in decay and hence no longer available in the State, under all the three stages of the Bihar Education Project, arrangements have been made to provide on-service training. The Bihar Education

Project, however, has not played any role in the rehabilitation or the effective functioning of the teachers training institutions in the State. The work relating to the development of syllabus and courses, preparation of books and teachers' training, which was supposed to be done by the SCERT, was in part taken over under the BEP.<sup>2</sup>

#### 4. Education and Child Rights:

Article 45 of the directive principle of state policy of Indian constitution provides provision of free and compulsory education; it is stated that "the state shall Endeavour to provide, within a period of 10 years from the commencement of the constitutions for free and compulsory education for all children until they complete the age of 14 years."

The Universal Declaration of Human Rights (UDHR) of 1948- article 26 of UDHR laid down that everyone has the right to education. Education shall be free and compulsory at least in the elementary and fundamental stages. Technical and secondary education shall be accessible and higher education will be available on the basis of merit.

Since these fundamental principles are essential in the process of Education for All (EFA), the instruments have naturally become the cornerstone of this high-priority domain for UNESCO. Five years from the target date for achieving the EFA goals, their importance in the Education for All (EFA) challenge must be fully recognized. National-level action for guaranteeing the right to education and making quality education accessible to all must be strongly emphasized. Concrete measures taken by Member States at country level contribute to this process, in accordance with their legal obligations. Such efforts should focus on reaching the unreached and making education accessible and meaningful to all, in today's "knowledge societies", which still remain deprived.<sup>3</sup>

In the convention of the rights of the child (CRC) adopted by UN General Assembly, 1989 in which India is also a signatory, the issue of elementary education was emphasized. Principle 7 of the convention of the rights of the child proclaimed, "The child is entitled to receive education, which shall be free and compulsory at least in the elementary stages. He shall be given an education, which promotes the general culture and enable him on the basis of equal opportunity, to develop his abilities, his individual judgment and his sense of moral and social responsibility and become a useful member of the society." India ratified this convention on 10<sup>th</sup> Dec. 1992, which is the international Human Rights day.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education, "Society and the public authority should endeavor to promote enjoyment of the right."

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<sup>2</sup>Common School System: Report, SIEMAT, Patna, Bihar, p: 1-18

<sup>3</sup> Implementing Right to Education: A Compendium of Practical Examples, UNESCO 2010 ED-2010/WS/1 REV CLD 1815.11



Even before the independence, primary education in Govt. school had been free. No fees have to be paid. After independence, Govt. Schools continued to provide free primary education. The question has never been of charging fees in Govt. schools. It has been making it available to all and of making it compulsory. In the old Bombay province, the Bombay education act (1923) had also made it compulsory. It provided for a fine of rupees 5.50 on guardians for not sending children to school.

The Supreme Court judgment on primary education (1991) in context of Mohini Jain Vs. the state of Karnataka case pointed out that state should honor the command of article 45. It must be made a reality at least now.

Indeed the National educational policy 1986 says that the promise of article 45 will be redeemed before the end of the century. Be that as it may, we hold that a child (citizen) has a fundamental right to free education up to the age of 14 years. MYRON WINER (1994 a 83-86) noted that no country has successfully ended child labour without first making education compulsory.

In 2002, the Govt. amended the constitution (86 amendment to the constitution in 2002) to insert article 21 A. it reads; the state shall provide free and compulsory education to all children of the age of 6-14 years in such manner as the state made by law decide.

## 5. Background and Salient features of RTE Act

The National Policy on Education as revised in 1992, had emphasized the need for a substantial improvement in quality education to achieve Minimum Level of Learning (MLL). The Programme of Action 1992, stressed the need to lay down MLL at primary and upper primary stages. These needs emerged from the basic premise that irrespective of caste, creed, and location or sex all children must be given access to education of comparable standard combine with quality and equity.

Many years ago, before we amended our Constitution in the context of elementary education, it was common to say that political will was needed to give India's children their fundamental right to education. The Constitutional amendment in 2002 and imposition of education cess in 2004 resulted into increase financial allocation for elementary education and finally elementary education was brought under ambit of fundamental right; the Right to Education Act 2009 was passed and accordingly Bihar made its rule in 2011. The Act and Rule contains the following salient features:

- ❖ Every child in the age group of 6-14 has the right to free and compulsory education in a neighborhood school, till the completion of elementary education.
- ❖ Private schools will have to take 25% of their class strength from the weaker section and the disadvantaged group of the society through a random selection process. Government will fund education of these children.
- ❖ No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower).

- ❖ All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. An Academic Authority is also laying down Norms and standards of teacher qualification and training. Teachers in all schools will have to subscribe to these norms within 5 years.
- ❖ No donation and capitation fee is allowed.
- ❖ No admission test or interview either for child or parents.
- ❖ No child can be held back, expelled and required to pass the board examination till the completion of elementary education.
- ❖ There is provision for establishment of commissions to supervise the implementation of the act.
- ❖ A fixed student and teacher ratio is to be maintained.
- ❖ All schools have to adhere to rules and regulations laid down in this act, failing which the school will not be allowed to function. Three years moratorium period has been provided to school to implement all that is required of them.
- ❖ Norms for teachers training and qualifications are also clearly mentioned in the act.
- ❖ All schools except private unaided schools are to be managed by School management Committees with 75% of parents and guardians as members.<sup>4</sup>
- ❖ School infrastructure (where there is problem) to be improved in three years, else recognition cancelled;
- ❖ Financial burden will be shared between state and central government<sup>5</sup>
- ❖ Mandates improvement in quality of education. Sets qualification and working norms for Teachers in all schools Schoolteacher will need adequate professional degree within 5 years or else will lose job.
- ❖ Mandates curriculum in all schools to be in consonance with Constitutional Values.<sup>6</sup>
- ❖ Provision for establishing primary schools within one kilometer of habitation and a middle school within three-kilometer boundary of habitation.
- ❖ Mandates separate teachers for language, mathematics and science in all elementary schools.
- ❖ Mandates separate and functional toilet for boys and girls.
- ❖ Makes provision for safe and portable drinking water.
- ❖ Makes provision for basic infrastructural facilities like library, sports materials, playground and kitchen shed in all primary and middle schools

## 6. Status of implementation of RTE in Bihar

This is well known fact that the implementation of RTE in Bihar has started a bit late therefore, the pace and progress of implementation of RTE Act remained slow. However it was presumed that in stipulated period of three years the requisite process of implementation would be accomplished but the preparatory

<sup>4</sup><https://socialissuesindia.wordpress.com/2010/07/15/salient-features-of-the-right-to-education-act-2009/>

<sup>5</sup><https://scert.mizoram.gov.in/uploads/files/main-features-of-RTE.pdf>

<sup>6</sup>Kaur MS B, The Right to Children to Free and Compulsory Education Act, Vol. 2, No. 4, April 2013, page 178

arrangements for properly implementing the act right from top to bottom level took more time. Hence all the conditions as envisaged in the Act and Rules in the context of RTE could not be fulfilled despite making several efforts in this direction by the government. The status of implementation of RTE reveals the fact that:

- ❖ On an average an upper primary school is 3 km away in 22% of areas under habitations
- ❖ In nearly 60% of schools have less than 2 teachers to teach class 1-5
- ❖ On an average less than 3 teachers are available per primary schools
- ❖ High cost of private education, need to work to support the family by the children, and little interest in study is the reasons given by 3 in every 4 dropouts for leaving the school.<sup>7</sup>
- ❖ In Bihar only 46.51 % of teachers are professionally qualified up to 2014
- ❖ Only 29.4 % of children of Std. 3 can read std 1 level of text.
- ❖ Only 41.7 P% of children of slandered 5 can read slandered 2 level text
- ❖ A large no. of teachers are untrained
- ❖ Dropout rate increased up to 25.41 % in Bihar in 2013-14
- ❖ Enrollment of minority child is relatively very low
- ❖ Infrastructure is almost satisfactory
- ❖ Students and parents are to be motivated to minimize dropouts
- ❖ Professionally qualified teachers needed to be appointed
- ❖ Girls education should be encouraged<sup>8</sup>

This is a matter of serious concern that despite having entitlement to the children for free and compulsory education as envisaged in Right to Education Act, 2009 and making well defined provision by the Government of Bihar through creating grievance redressal mechanism pertaining to RTE, timely and effecting implementation could not be ensured in many cases. Enabling conditions for better implementation of the act probably could not be created by way of earmarking adequate fund, deploying requisite manpower, mobilizing of the community for their participation in proper planning, management and monitoring of the elementary education, proving necessary infrastructural support and facilitating statutory body like state commission for child rights intending to redressal of grievances related to RTE.

Under such circumstances, it is imperative to the Non-Government Organizations (NGOs)/Community Based Organizations (CBOs) to intervene into the matter aiming at creating conducive condition for promoting elementary education in time with the legitimate provisions of RTE.

Keeping in view the above backdrop in mind, Association for Promotion of Creative Learning (APCL) under OXFAM supported project have made several innovative efforts at grassroots level in order to accelerate the pace of implementation of RTE in some selected area of Bihar. The present study has revealed the fact in this

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<sup>7</sup>AakashRanjan and Elizabeth Gangang, A critical review at the Right to education

<sup>8</sup>Rasmi and Hema kumara authored Article- status of right to education act implementation in Bihar

connection attempts has been made to analyze the strategies, outcome and impact of project interventions in the study area (i.e. two Panchayats of Danapur Block and the primary and elementary schools therein in Patna district in the state of Bihar (India)).

## CHAPTER - II

### Approach, objectives and methodology of the study

Basic approach of the study is to examine the efficiency of RTE as well as the impact of inputs delivered under Oxfam India supported project implemented by Association for Promotion of Creative Learning (APCL) in terms of ensuring quality education at primary/elementary levels through accelerating the pace of implementation of RTE in the study area intended to attain the goal of universal elementary education. The approach of the study also included to identify the current status of implementation and the deficiencies of the process therein so that suitable measures could be suggested to improve the situation in this regard.

As Oxfam India is dedicated to its vision of a world where every child should have easy access to Free and Compulsory Quality Education because it is fundamental right of a child and is vital for their personality development.

Training into account the above concern in mind OXFAM India and APCL planned to carry out such a study especially in the project intervention area. According the study design/methodology etc. were decided to capture the relevant dimensions of their survey research study.

### Hypothesis

Hypothesis of the study was broadly as under:

- ✓ Because of implementation of RTE, scenario of elementary education must have changed and led to promote quality elementary education.
- ✓ OXFAM India supported interventions of APCL could have created conducive condition for better implementation of RTE resulting into quality primary/elementary education in the project area.

The above hypothesis was to be tested under the study.

### Objectives

Main objective of the study was to assess the current status of schools in respect of quality elementary education as envisaged under the legitimate provisions of RTE and to identify the gaps so that corrective actions may be suggested to improve the state of affairs.

Especially the objective of the study was as under:

- ✓ To assess the current status of schools in terms of students strength by their age and caste category, availability of necessary infrastructural facilities,

teaching-learning processes and extending the benefits to the children in accordance with their entitlements of RTE.

- ✓ To examine the gaps between provisions of RTE and its actual implementation.
- ✓ To analyze of OXFAM India supported project of APCL in promoting elementary education in the study area.
- ✓ To visualize the deficiencies in implementation process of RTE in connection with providing quality education to the children.
- ✓ To recommend measures for accelerating the pace of implementation of RTE for attaining the objectives of quality primary/elementary education with special reference to Bihar and particularly in the context of the study area which is dominated by down trodden/deprived section of the society.

## **Methodology**

- ✓ In consultation with OXFAM India decided the study design, elementary schools situated in the project area of Danapur block were purposively chosen. Altogether, the schools were taken up under sample. However, due to unavailability of updated/correct statistical information for practical purpose one school could not provide all the requisite information. In such case, 13 schools were covered for statistical analysis.
- ✓ Interview schedule was developed to collect requisite information from each sampled school through the concerned teachers.
- ✓ Apart from gathering information from readily available school records and interviewing the teachers qualitative information as regard quality elementary education with special reference to RTE was also gathered from group discussions/interacting with the local people such as parents, Panchayat Raj Institution representatives and the other prominent persons.
- ✓ Certain information was generated by the Field Investigators on the basis of their field observation.
- ✓ Quantitative and qualitative information were classified in meaningful categories while processing the data/information.

Finally, the tables of quantitative data were analyzed and the analysis of qualitative information had been done to derive significant findings of the study and the report had been prepared on the basis of significant findings of the study necessary corrective measures have been suggested for ensuring quality education through smooth, proper and speedy implementation of RTE.

## CHAPTER - III

### OXFAM supported crucial interventions to promote quality education in the project area

Jamsaut and Hathiyakand panchayat at Danapur block of Patna district have been covered under Oxfam supported project area in view of strengthening elementary education especially in the context of RTE and quality education therein. Since inception of the project tremendous innovative approach and strategies have been followed in this connection. Certain crucial intervention in this direction made by Association for Promotion of Creative Learning is as under:

#### 1. School Chalo Bahna

This was thought of that unless the left but and dropout children particularly the girl child, remain out of school and they don't participate in the teaching learning process un-interruptedly in formal education system, RTE in the context of free and compulsory education to 06-14 years children cannot be effective.

Therefore, School Chalo Bahna a voluntary group of regular school going, girls of project area has been constituted. Volunteers under the group move to the dropouts families and meet and talk to the parents and their children in order to mobilize them so that the left-outs/dropouts may join the school and complete their education up to elementary level. They do this job effectively after listing the left-out and the dropout of the project area.

In course of visiting the concerned students and parents, they generate awareness among them as well as the community people and general about the provisions and processes to get the advantages of RTE.

Such effort has created positive impact in respect of mobilizing the dropouts especially girl child/adolescent girls towards enrolling themselves in the school, regularly participating in the classes and receiving the benefits as envisaged in RTE norms. Hence, such innovative efforts have ultimately succeeded in promoting elementary education in the project area.

Volunteers of SCB have been imparted rigorous training and orientation beside their recurrent motivation through organizing reflection meetings/workshops, interaction sessions, etc. They have also been provided with pictorial guide books dealing with the contents on technique of mobilizing the community.

#### 2. Srijan Chaupal

The Srijan Chaupal is indeed a forum for promoting creativity pertaining to joyful quality education to the children.

In the villages of the project area, children belonging to 06-14 years of age are assembled from time to time at a particular common place. They are



being provided with innovative TLMs/LGM to play and learn collectively. In addition to manifest their inherent potentials to express through conversation, singing, painting, number counting games and various others such activities.

This exercise has really generated keen interest among them towards develop their learning potential and continue their teaching learning in school environment.

### **3. Adhikar ki Ghanti**

Adhikar ki Ghanti is an effective communication device in which a tricycle with mike moves in the project area which is accompanied by project functionaries. When it reaches in the community, attracts community people through playing audio cassettes on RTE based educational songs. People are invited to speak on the mike specially related to their grievances as regards non-fulfillment of the RTE provisions in their respective schools, apart from making them aware with the key provisions of RTE. In this process they get aware of Right of Children to elementary education and they share their experiences about the status of education and report the grievances any afterwards the attempt is also made for redressal of grievances under the purview of RTE.

This has also led to promote and strengthen the elementary education in the respective area.

### **4. Arranging Classes for Low Achiever Students**

Under the project area in under to ensure quality education at primary elementary level attempt was made to identify the low achievers in the schools. They were listed and remedial teaching was planned and conducted under the project so that they made attain the prescribed level of learning in a stipulated time frame. Such remedial teaching has been given after school hours.

This has helped in promoting quality education among the children who were relatively lagging behind as compare to their counterparts.

From time to time, some other competitions, games, etc have also been organized and the opportunity to the children has been created to enhance their learning ability and the learning outcome.

Certain routine work like general community meeting teacher's meet, SMC/PRI Training, etc are being organized at regular interval with view to ensure quality education and effective implementation of RTE in respective project villages.

Thus, it is explicate that several crucial interventions have been made under the project which have resulted into creating awareness and conducive condition for effective implementation of RTE and promoting quality education at primary elementary level in the project area.



## Chapter - IV

### Findings of the Study, Conclusion & Recommendations

#### Status in Bihar

During 2012, the total number of school in Bihar was 73,577 which increased to 73,592 during the year 2014 as reported by the Government of Bihar. After RTE Act coming into the force, the state government has sanctioned 18,000 new elementary schools to be established in the state. The establishment of the sanctioned schools is in progress.

So far as enrollment of students in the government schools is concerned, the number of enrolled students at primary level in the year 2004-05 was 109.16 lacs in which boys accounted for 61.36 lacs and girls for 47.80 lacs which increased to 142.56 lacs in the year 2013-14. Among them the boys were 71.22 lacs and the girls were 71.34 lacs. The enrollment of girls in primary level schools has tremendously increased during the recent past. During this period, percentage increase in boys was computed to 16.05 while the increase in girls registered to 49.25 percent.

This is important to note that at primary school level, enrollment of SC children increased from 24.07 lacs in 2007-08 to 27.93 lacs by 2013-14. Among Scheduled Caste also percentage increase among girls was higher (27.46%) than boys (6.90%) during this period.

During 2008-09, 10,10,730 children were out of school which came down to 1,81,076 by 2013-14. Thus, the proportion of out of school children decreased over the years.

During 2005-06, the total numbers of classrooms as primary/elementary schools were 1.46 which increased to 3.30 in 2013-14. Thus, the increase in classrooms is more than double during this period.

During 2013-14, as against the requirement of 71,883 toilets in schools for girls merely 51,015 toilets were available. Thus, the gap was of 20,858. Separate room for head teacher was required in 71,883 schools, whereas it was available in only 19,816 schools. Thus, the gap was of 52,067. As against the electricity required in 71,883 schools, only 3,070 schools were connected with the electricity. So, the gap was of 68,813. Similarly, 48,602, 29,498, 38,461, 69,253 and 35,035 schools did not have playground, facility of ramps, medical checkup, computer and kitchen sheds respectively.

As per DICE data 2010-11, 90% primary schools did not have the adequate number of teachers according to the mandate of RTE Act. Similarly, 94% elementary schools did not have adequate number of teachers there according to mandatory provisions of the act. Still 1,91,431 untrained teachers are engaged in the school whereas

1,65,829 teachers are trained. So, the load of untrained teachers is very high for whom training is required.

Taking in to account the above status of the schools in Bihar, it is explicit that the demand or requirement caused by RTE Act has not been catered to fulfill the mandate so far in terms of infrastructural facilities and other provisions of the act.

[Source: DICE Data and Government of Bihar]

**a) Analysis of data**

Quantitative data gathered from the schools under two sample Gram Panchayat namely Hathiyakand and Jamsaut at Danapur block in Patna district has been analyzed as under:

**Table no. 1**  
**Enrollment of students at Hathiyakand Panchayat sexwise in Primary School**

Name of School	Boy	Percentage	Girl	Percentage	Total
Primary School, Shivchakk	34	52.31%	31	47.69%	65
Primary School, Hanumanganz	30	42.25%	41	57.75%	71
Primary School, Bandhutola	19	28.36%	48	71.64%	67
Primary School, Usri	31	36.05%	55	63.95%	86
<b>Total enrollment</b>	<b>114</b>	<b>39.45%</b>	<b>175</b>	<b>60.55%</b>	<b>289</b>

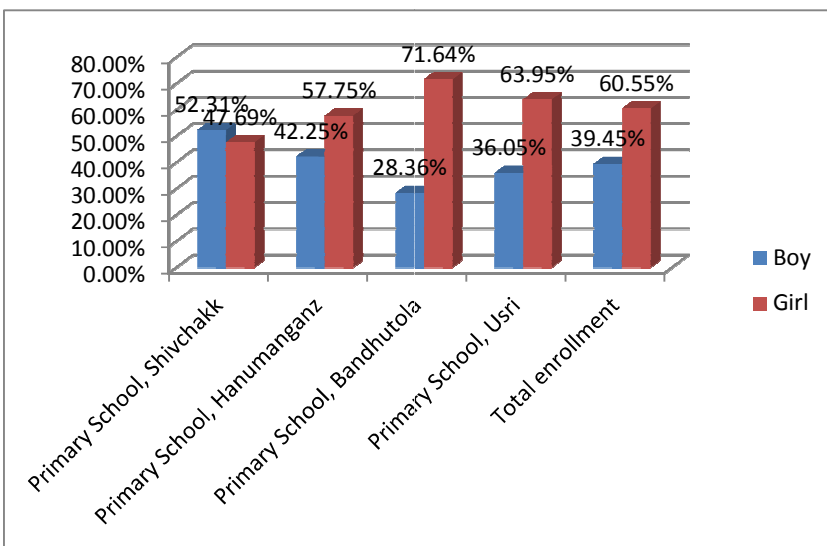
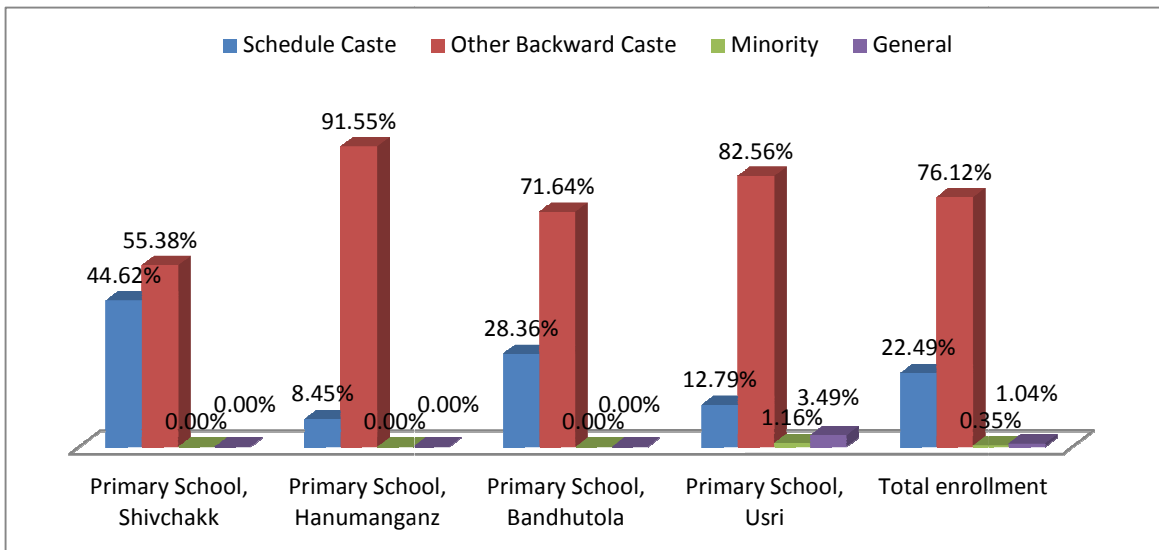


Table no. 1 clearly shows that in four primary schools of Hathiyakand Panchayat, altogether 289 students were enrolled. Thus, average 72 students per school were enrolled. Among them percentage of boys and girls was 39.45 and 60.55

respectively.

**Table no. 2**  
**Enrollment of students by their caste category in Primary School at Hathiyakand Panchayat**

Name of School	Schedule Caste		Other Backward Caste		Minority		General		Total
	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	
Primary School, Shivchakk	29	44.62%	36	55.38%	0	0.00%	0	0.00%	65
Primary School, Hanumanganz	6	8.45%	65	91.55%	0	0.00%	0	0.00%	71
Primary School, Bandhutola	19	28.36%	48	71.64%	0	0.00%	0	0.00%	67
Primary School, Usri	11	12.79%	71	82.56%	1	1.16%	3	3.49%	86
<b>Total enrollment</b>	<b>65</b>	<b>22.49%</b>	<b>220</b>	<b>76.12%</b>	<b>1</b>	<b>0.35%</b>	<b>3</b>	<b>1.04%</b>	<b>289</b>



This is quite conspicuous from the figures contained in table no. 2 that barring a few exceptions most of the students belonged to other backward castes and scheduled caste in Hathiyakand Panchayat, their percentage is 76.12 and 22.49 respectively.

**Table no. 3**

**Sexwise enrollment in Middle School at Hathiyakand Panchayat**

Name of School	Boy	Percentage	Girl	Percentage	Total
Upgraded Middle School, Brijnarayanpur	135	52.73%	121	47.27%	256
Upgraded Middle School, Hathiyakand	265	49.63%	269	50.37%	534
Upgraded Middle School, Udantola	98	49.49%	100	50.51%	198
<b>Total enrollment</b>	<b>498</b>	<b>50.40%</b>	<b>490</b>	<b>49.60%</b>	<b>988</b>

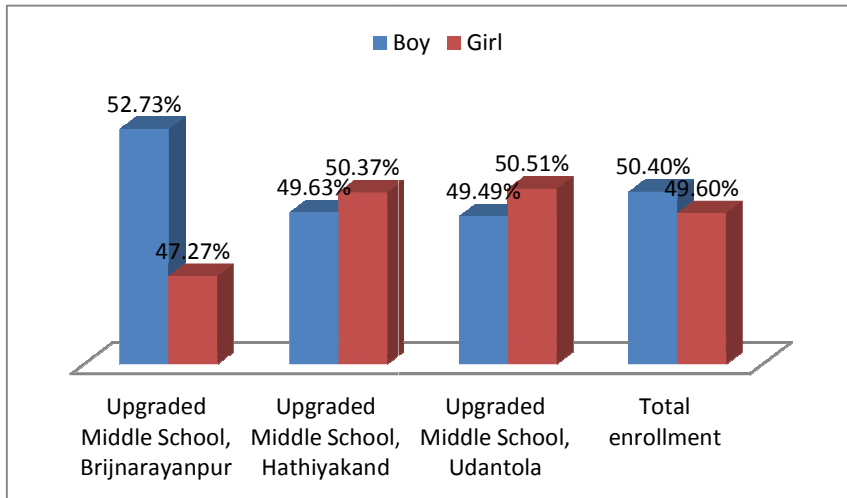
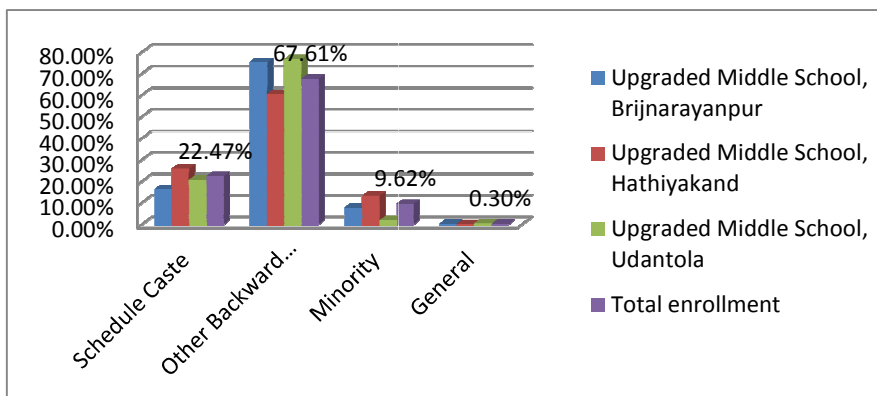


Table no. 3 indicates that 988 students were enrolled in 3 middle schools of Hathiyakand Panchayat. Percentage of boys and girls was approximately equal (i.e. 50:50).

**Table no. 4**

**Caste Categorywise distribution of students in Middle Schools at Hathiyakand Panchyat**

Name of School	Schedule Caste		Other Backward Caste		Minority		General		Total
	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	
Upgraded Middle School, Brijnaranayanpur	42	16.41%	193	75.39%	20	7.81%	1	0.39%	256
Upgraded Middle School, Hathiyakand	139	26.03%	323	60.49%	71	13.30%	1	0.19%	534
Upgraded Middle School, Udantola	41	20.71%	152	76.77%	4	2.02%	1	0.51%	198
<b>Total enrollment</b>	<b>222</b>	<b>22.47%</b>	<b>668</b>	<b>67.61%</b>	<b>95</b>	<b>9.62%</b>	<b>3</b>	<b>0.30%</b>	<b>988</b>



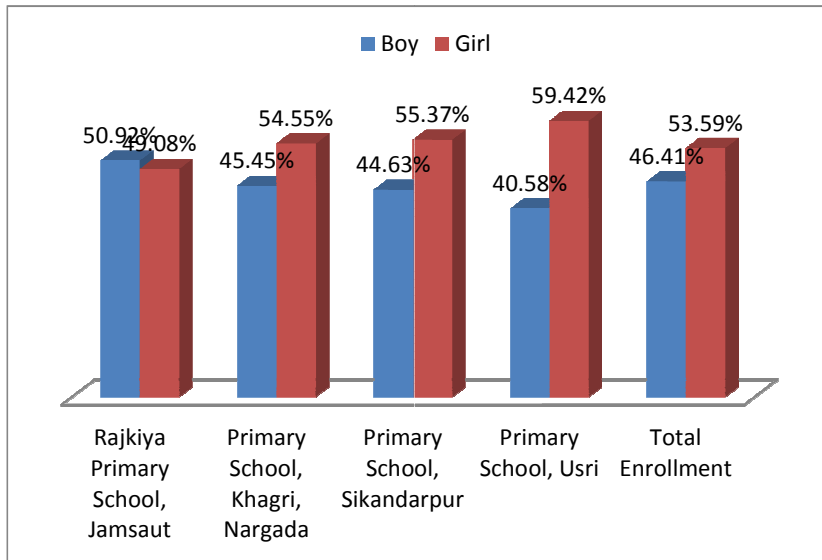
This is obvious from table no. 4 that OBC, SC, Minority and upper caste students constitute for 67.61%, 22.47%, 9.62% and 0.30% respectively.

Thus, middle schools are numerically dominated by OBC students followed by SC. whereas one-tenth came from minority community.

Table no. 5

Sexwise distribution of students in Primary Schools at Jamsaut Panchyat

Name of School	Boy	Percentage	Girl	Percentage	Total
Rajkiya Primary School, Jamsaut	83	50.92%	80	49.08%	163
Primary School, Khagri, Nargada	55	45.45%	66	54.55%	121
Primary School, Sikandarpur	54	44.63%	67	55.37%	121
Primary School, Usri	28	40.58%	41	59.42%	69
<b>Total Enrollment</b>	<b>220</b>	<b>46.41%</b>	<b>254</b>	<b>53.59%</b>	<b>474</b>

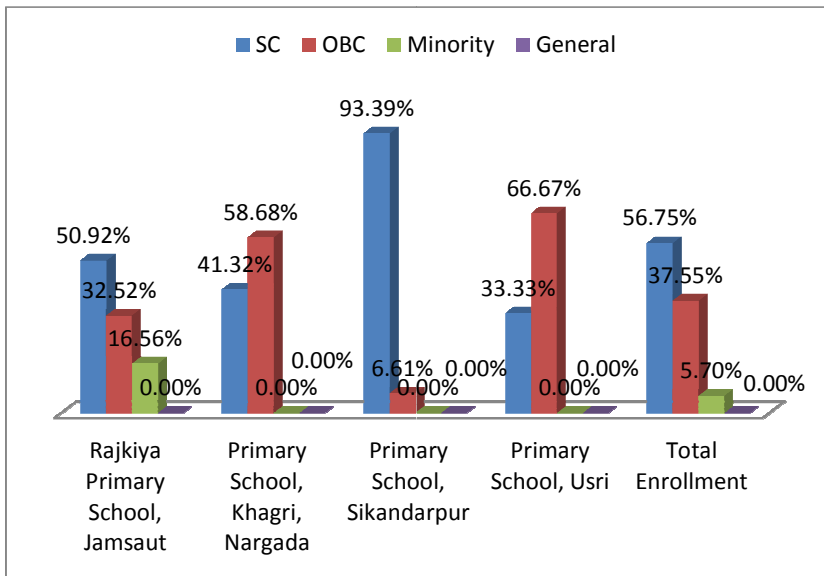


From analysis of above data (in table no. 5), it appears that in primary schools at Jamsaut Panchayat percentage of boys is higher (53.59%) than that of girls (46.41%).

Table no. 6

Category wise distribution of students in Primary Schools at Jamsaut Panchyat

Name of School	Schedule Caste		Other backward Class		Minority		General		Total
	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	
Rajkiya Primary School, Jamsaut	83	50.92%	53	32.52%	27	16.56%	0	0.00%	163
Primary School, Khagri, Nargada	50	41.32%	71	58.68%	0	0.00%	0	0.00%	121
Primary School, Sikandarpur	113	93.39%	8	6.61%	0	0.00%	0	0.00%	121
Primary School, Usri	23	33.33%	46	66.67%	0	0.00%	0	0.00%	69
<b>Total Enrollment</b>	<b>269</b>	<b>56.75%</b>	<b>178</b>	<b>37.55%</b>	<b>27</b>	<b>5.70%</b>	<b>0</b>	<b>0.00%</b>	<b>474</b>



This is apparent from table no. 6 that primary schools in Jamsaut Panchayat was dominated by schedule caste students as they constituted for 56.75% OBC students occupied second position by having their percentage 37.55%. Percentage of minority is 5.70%.

**Table no. 7**

**Enrollment of students in Middle/Elementary Schools at Jamsaut Panchyat**

Name of School	Boy	Percentage	Girl	Percentage	Total
Upgraded Middle School, Dhibra	135	48.91%	141	51.09%	276
Upgraded Middle School, Mathiyapur	177	46.46%	204	53.54%	381
<b>Total Enrollment</b>	<b>312</b>	<b>47.49%</b>	<b>345</b>	<b>52.51%</b>	<b>657</b>

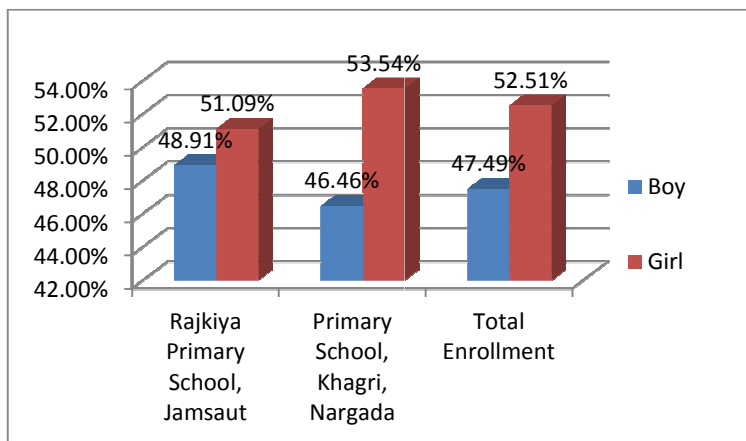
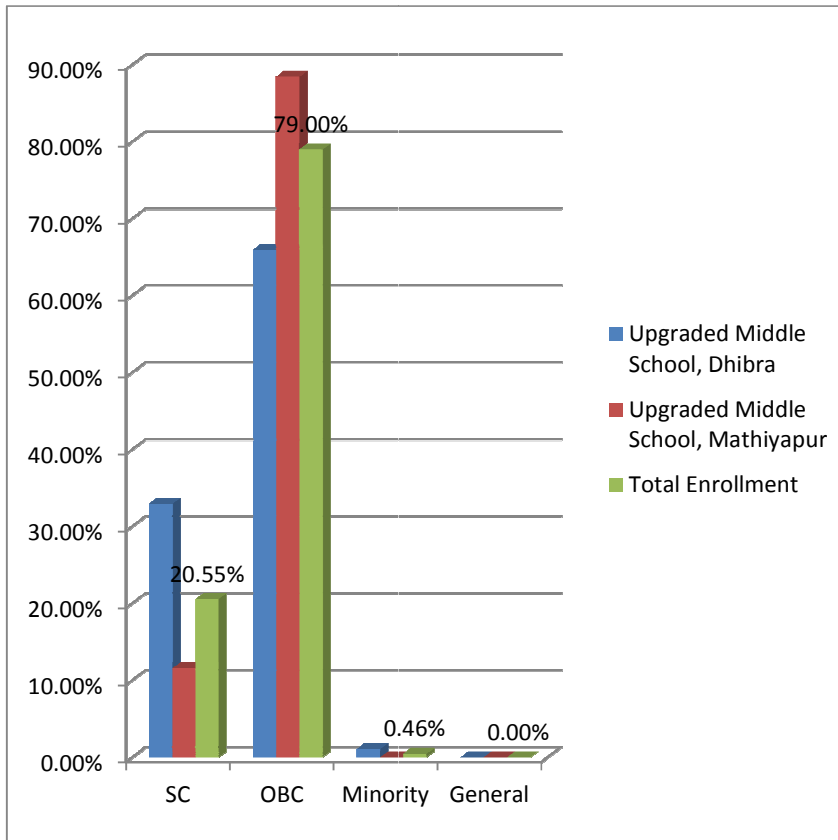


Table no. 7 indicates that total student strength in two middle schools has been computed to 657. Among them, boys constituted for 47.49% and girls came to 52.51% respectively. Thus, proportion of girls is more than boys.

Table no. 8

Caste Category wise distribution of students in Middle/Elementary Schools at Jamsaut Panchyat

Name of School	Schedule Caste		Other backward Class		Minority		General		Total
	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	Enrollment	Percentage	
Upgraded Middle School, Dhibra	91	32.97%	182	65.94%	3	1.09%	0	0.00%	276
Upgraded Middle School, Mathiyapur	44	11.55%	337	88.45%	0	0.00%	0	0.00%	381
<b>Total Enrollment</b>	<b>135</b>	<b>20.55%</b>	<b>519</b>	<b>79.00%</b>	<b>3</b>	<b>0.46%</b>	<b>0</b>	<b>0.00%</b>	<b>657</b>



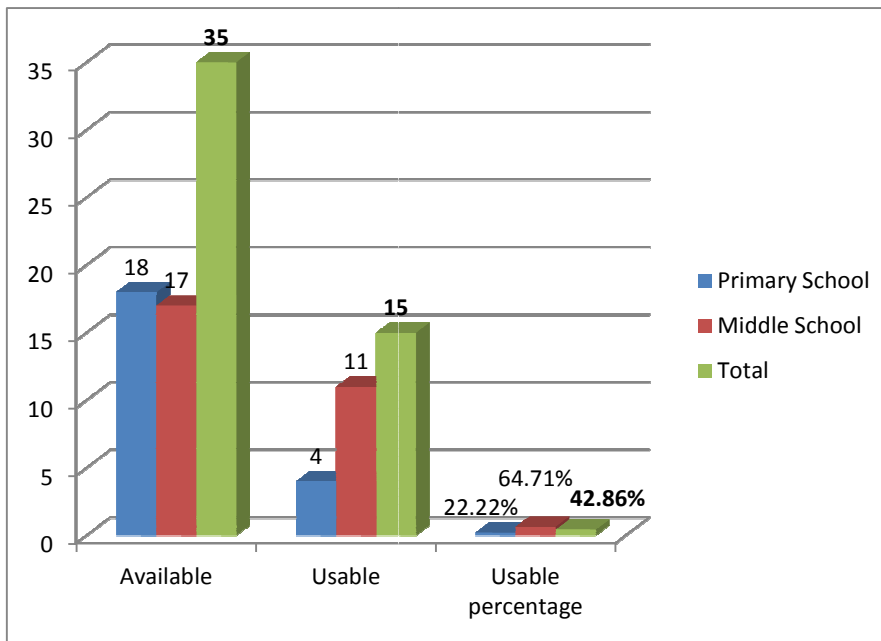
This is explicit that almost all the students in elementary schools at Jamsaut Panchayat came from two caste categories i.e. OBC and SC. Percentage of SC students was around two-fifth (20.55%) while OBC constituted for 79%. Above analysis of sample school students of the project intervention area makes it

conspicuous that proportion of girl students were more than that of boys. Thus, probably OXFAM India supported project intervention has succeeded in mobilizing the community for promoting girls education. Social composition of students indicates that schools at sample Panchayat fall under OBC dominated population followed by SC.

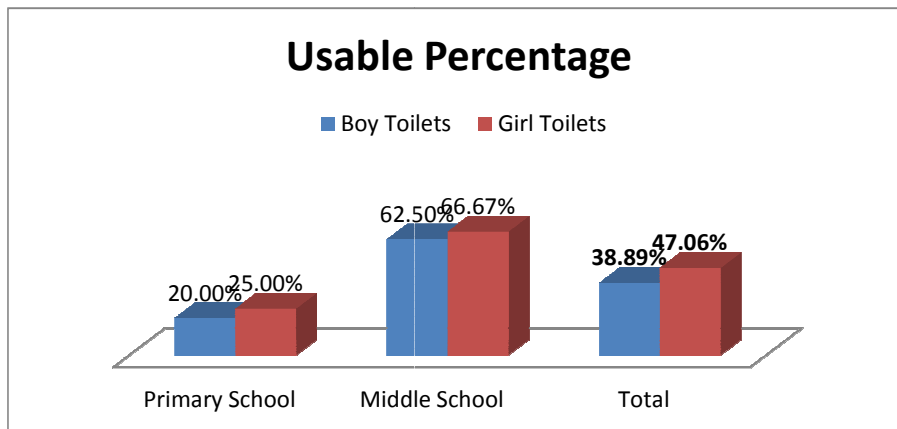
Table no. 9

Availability of Toilets in sample Primary/Elementary schools of the project area  
(2 Panchayats)

Type of School	Total Toilets			Available Toilets		Usable Toilets			
	Available	Usable	Usable percentage	Boy	Girl	Boy	Usable percentage	Girl	Usable percentage
Primary School	18	4	22.22%	10	8	2	20.00%	2	25.00%
Middle School	17	11	64.71%	8	9	5	62.50%	6	66.67%
<b>Total</b>	<b>35</b>	<b>15</b>	<b>42.86%</b>	<b>18</b>	<b>17</b>	<b>7</b>	<b>38.89%</b>	<b>8</b>	<b>47.06%</b>



This is amply clear from table no. 9 that in all 35 toilets were available in the school. Number of boy toilets and girl toilets were 18 and 17 respectively. However, only less than half (42.86%) were usable. Around 48% girl toilets and 38.89% boy toilets were found usable. Thus, majority of the toilets were of no use. Hence, merely availability /construction of any facility like toilet does



not guarantee for ensuring its use or benefit to the clientele.



Table no. 10

Distribution of Text Books

Types of School	No. of Schools	Schools where all children received books on time		Schools where few child received books on time		Schools where no one received books on time		Schools where supply of books was delayed	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Primary School	8	2	25.00%	1	12.50%	0	0.00%	5	62.50%
Middle School	6	1	16.67%	0	0.00%	0	0.00%	5	83.33%
<b>Total</b>	<b>14</b>	<b>3</b>	<b>21.43%</b>	<b>1</b>	<b>7.14%</b>	<b>0</b>	<b>0.00%</b>	<b>10</b>	<b>71.43%</b>

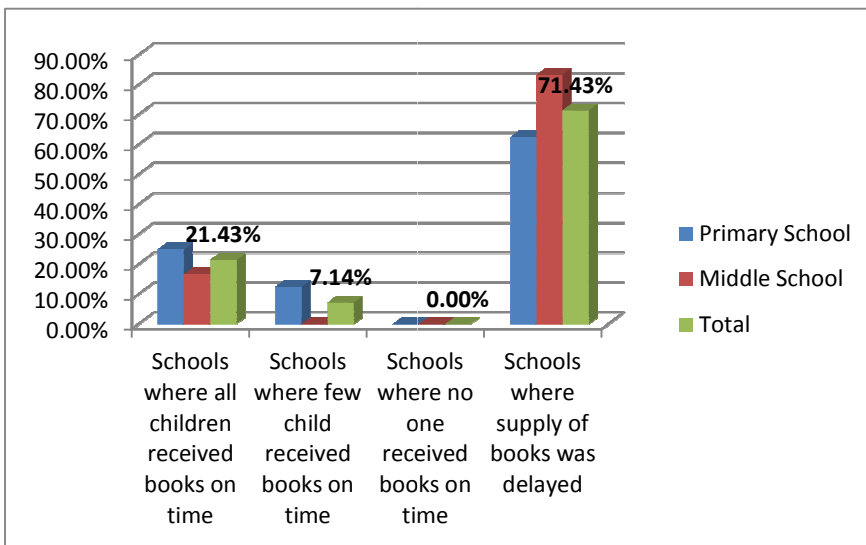


Table no. 10 provides information about the status of distribution of text books among students in 14 primary school and elementary schools of the study area during current year (2016). As shown

in the table, most of the schools (71.43%) did not received books timely rather supply of text books was delayed. In only one-fifth cases (schools) timely supply of text books was reported.

Table no. 11

Distribution of Uniforms of students

Types of School	No. of Schools	Schools where all children received uniform on time		Schools where few child received uniform on time		Schools where no one received uniform on time		Schools where supply of uniform was delayed	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Primary School	8	6	75.00%	0	0.00%	0	0.00%	2	25.00%
Middle School	6	5	83.33%	0	0.00%	0	0.00%	1	16.67%
<b>Total</b>	<b>14</b>	<b>11</b>	<b>78.57%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>3</b>	<b>21.43%</b>

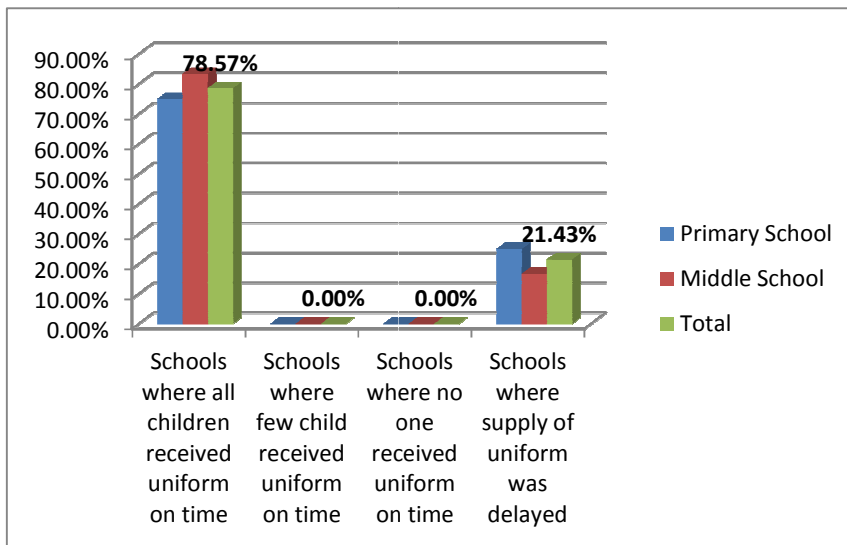


Table no. 11 depicts that most of the schools (78.57%) reported that the dress/school uniform was made available timely to their students. However, more than one-fifth (21.43%) schools

supplied school uniforms a bit late to their students.

**Table no. 12**

**Availability of Pure Drinking Water**

Types of School	No. of Schools	Schools where availability of Pure Drinking Water		Schools where availability of Hand pump		Schools where availability of Tape water		Schools where availability of both source of water	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Primary School	8	8	100.00%	6	75.00%	0	0.00%	2	25.00%
Middle School	6	6	100.00%	5	83.33%	0	0.00%	1	16.67%
<b>Total</b>	<b>14</b>	<b>14</b>	<b>100.00%</b>	<b>11</b>	<b>76.92%</b>	<b>0</b>	<b>0.00%</b>	<b>3</b>	<b>23.08%</b>

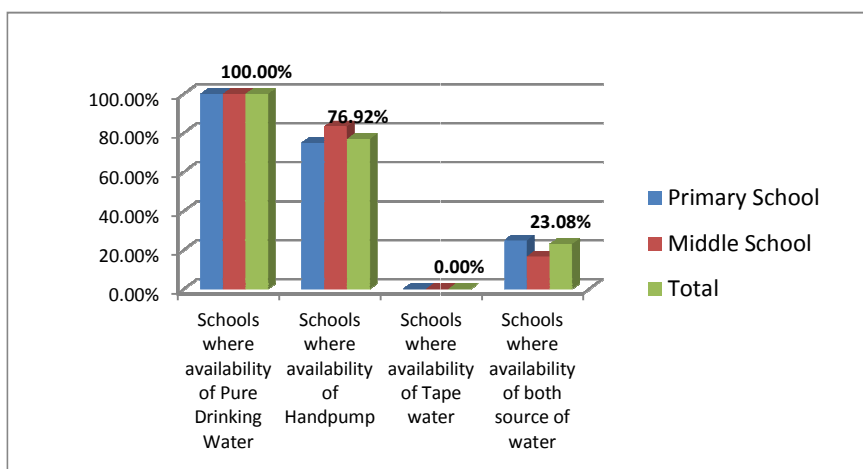


Table no. 12 shows that pure drinking water facility was available in all schools. Out of 14 schools having availability of pure drinking water, 11 schools had hand pumps as the source of water whereas 3 schools were using

both the sources such as hand pumps and tape water.

Table no. 13

Availability of Mid day meal related facilities

Types of School	No. of Schools	Sufficiency of Pure Drinking Water		Availability of Kitchen Shed		Availability of Crockeries		Availability of Plates	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Primary School	8	7	87.50%	5	62.50%	6	75.00%	5	62.50%
Middle School	6	5	83.33%	6	100.00%	5	83.33%	4	66.67%
<b>Total</b>	<b>14</b>	<b>12</b>	<b>85.71%</b>	<b>11</b>	<b>78.57%</b>	<b>11</b>	<b>78.57%</b>	<b>9</b>	<b>64.29%</b>

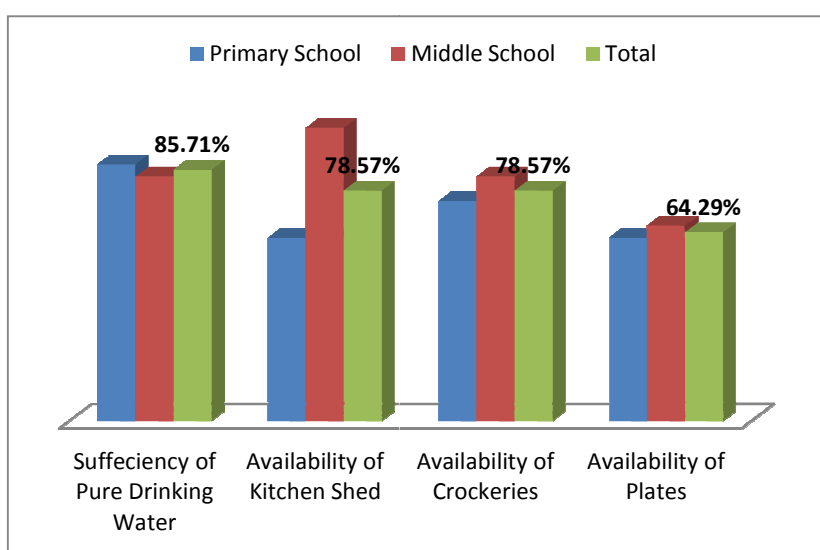


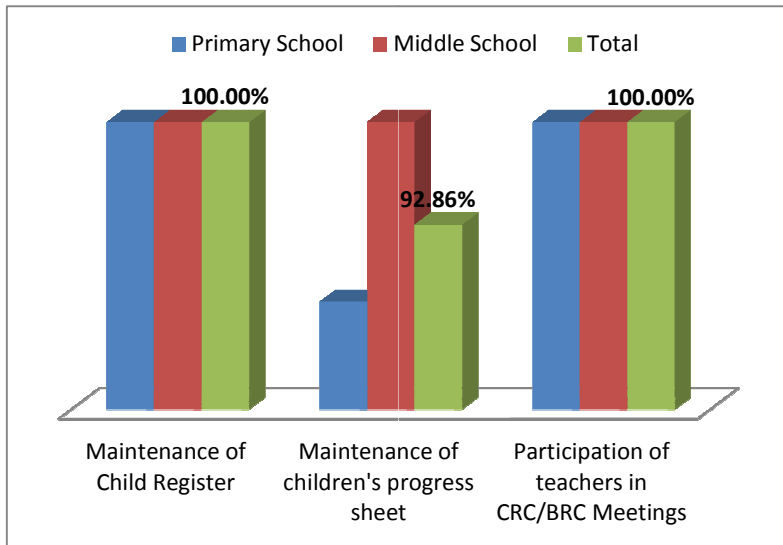
Table no. 13 shows that 78.57% schools had availability of kitchen shed and utensils for mid-day-meal and less than two-third (64.29%) schools had plates. Thus, still more area do not have kitchen sheds and sufficient utensils to be used for the purpose of

mid-day-meal.

Table no. 14

Availability of students related necessary records

Types of School	No. of Schools	Maintenance of Child Register		Maintenance of children's progress sheet		Participation of teachers in CRC/BRC Meetings	
		Count	Percentage	Count	Percentage	Count	Percentage
Primary School	8	8	100.00%	7	87.50%	8	100.00%
Middle School	6	6	100.00%	6	100.00%	6	100.00%
<b>Total</b>	<b>14</b>	<b>14</b>	<b>100.00%</b>	<b>13</b>	<b>92.86%</b>	<b>14</b>	<b>100.00%</b>



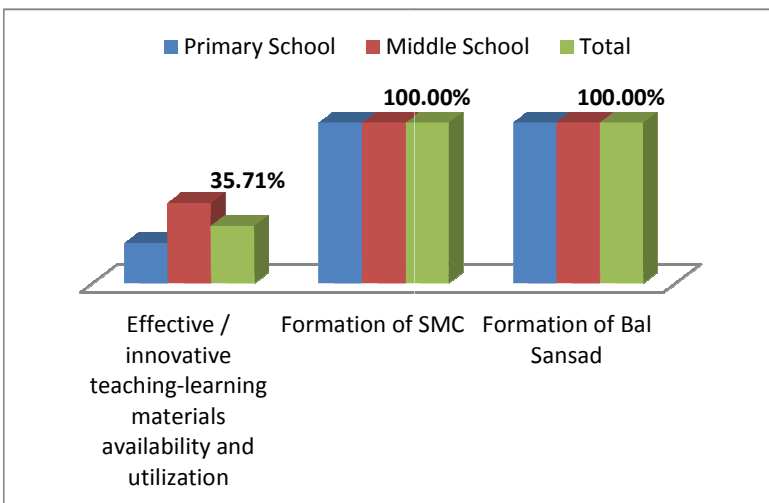
This is amply clear that almost all the schools used to keep child survey record termed as Bal Panji for the respective school influence areas, report cards of the students and attendance register of the teachers pertaining to their participation in Cluster Resource Centre/Block

Resource Centre meetings.

**Table no. 15**

**Availability of TLMs and formation of SMC and Bal Sansad**

Types of School	No. of Schools	Effective / innovative teaching-learning materials availability and utilization		Formation of SMC		Formation of Bal Sansad	
		Count	Percentage	Count	Percentage	Count	Percentage
Primary School	8	2	25.00%	8	100.00%	8	100.00%
Middle School	6	3	50.00%	6	100.00%	6	100.00%
<b>Total</b>	<b>14</b>	<b>5</b>	<b>35.71%</b>	<b>14</b>	<b>100.00%</b>	<b>14</b>	<b>100.00%</b>



From the figures mentioned in table no. 15, it seems that effective /innovative Teaching Learning Materials (TLM) were not available and being used in around two-third (64.29%) schools. Merely 35.71% schools had available such materials. So far as formation of

School Management Committee (SMC) and Bal Sansad is concerned, it existed everywhere.

**Analysis of school data discovers the following facts:**

- ✓ School of the project area is situated in OBC and SC dominated area. Hence, majority of the students belong to weaker sections.
- ✓ Generally number of girls child is more than boys in sampled study schools probably because of certain special innovative efforts made under OXFAM India supported APCL project to promote girls education.
- ✓ Toilet facility existed in many schools were not appropriate to be used by the students particularly by the girl child probably because of poor maintenance.
- ✓ Drinking water facilities seemed to be almost satisfactory in most of the schools.
- ✓ Most of the schools (around 71%) reported late distribution of text books to the children.
- ✓ More than one-fifth (21.43%) schools could not made available the school uniform to their children at appropriate time.
- ✓ More than one-fifth (21%) schools still do not have kitchen sheds and utensils for mid-day-meal.
- ✓ Almost all the schools keep Bal Panji (Eligible Child Register of the school influence area) and report card of the students besides keeping attendance record of the teachers pertaining to their participation in CRC and BRC meetings.
- ✓ School Management Committee and Bal Sansad (Children Parliament) are constituted in each sample school.
- ✓ Around two-third (64%) schools did not have innovative Teaching-Learning Materials (TLMs) for effective and joyful teaching.

**b) Gist of Group Discussions/Interactions with the prominent people and field observations of the field investigators**

**About the school influence area and the people**

Sample study area where survey of schools was carried out, all under remote settings of Danapur block in Patna district of Bihar. The area is dominated by extremely weaker sections particularly belonging to schedule caste and the backward castes, which solely depend on wage work for their subsistence. They are socio-economically and especially educationally most backward community of the society. They stand at bottom level in terms of literacy, wealth, income, health and

other development indicators. Though through generations, merely livelihoods occupied priority in their need hierarchy whereas education remained their list preference, consequently they did not use to aspired for compulsory education to their children especially the daughters atleast upto the level of elementary schools, however in the recent past, the attitudinal change has taken place among them due to various per formatives and promotive initiatives and interventions of the central and state government as well as the NGOs.

In this context, the Right to Education Act, 2009, the efforts made by government of Bihar for its proper implementation in order to extend the benefits of the provisions to the clientele group and the attempts made by APCL with support from OXFAM India have resulted into bring in the change in educational scenario of the project area to some extent which are explained as under:

- ✓ It appeared that the parents have now keen interest in getting their children of 6-14 years age group enrolled in the schools. However, most of their children of this age group are the first generation learners. So at home, generally no one is available to properly guide them and monitor their quality of acquiring education in the classrooms.
- ✓ So far as enrollment of students in school is concerned, most of the provisions of RTE are followed. Not any admission fee, donation, tuition fee, etc. are being charged from parents/guardians. However, special/additional teaching is not in practice especially for those who get admitted a bit late.
- ✓ The children does not have any threat of corporal punishment from their teachers and no discriminations among the children belonging to different socio-economic/cultural strata are done, therefore, enrollment and retention of girl child have been improving after the RTE Act coming into force.
- ✓ Initially, the parents were not found very keen to send their girl child to the school continuously for 8 years to attain the level of formal elementary education. In this context, APCL tried to make tremendous efforts as described in Chapter - III to motivate the parents/students especially the girl child through their peer group pressure. As a result, the leftouts and dropouts were mobilized to join/rejoin primary/elementary schools in the project area. Besides the incentives of the education act, also drew the attention of the community in general and the target group in particular to acquire primary/elementary education. Hence, it created positive impact to promote elementary education in the project area to a considerable extent.
- ✓ This was a great achievement that now as compared to the boys, the strength of girls students has increased significantly especially in primary schools of the study area. Their attendance in school is also relatively better than boys.

This was because of the fact that effective efforts were made to promote girl education and the girls were provided with necessary benefits as per their entitlements of the act and the other provisions of the government.

This was observed that in some cases because of poverty, male child (boys) either use to work in economic pursuits to supplement the household income or they migrate outside for this purpose. Therefore, their participation in formal primary/elementary education has rather reduced in the recent years.

- ✓ Though the gaps was observed significant between actual enrollment and the attendance of the students. But participation of girl students in terms of their regular attendance was better than that of boys.
- ✓ So far as, infrastructural facilities of the school are concerned as compared to the previous years, it has increased in terms of school buildings/classrooms, toilets, etc. In most of the schools, sufficient rooms were available for students and teachers. However, in many schools boundary wall are not constructed so far for the safety reasons to the students. Kitchen shed was also not constructed in some schools of the study area.
- ✓ Still subject teacher for class VI to VIII are not available at all the schools of the study area.
- ✓ Teachers are still being engaged in non-teaching jobs despite having restrictive provision of the RTE for the same.
- ✓ Though the girls toilets have separately been constructed in the schools, but a substantial number of both (boy and girls toilets) were found redundant because of lack of their proper maintenance.
- ✓ Though under the provision of RTE, text books and school dress/uniform are being made available to the students but the supply of those materials in majority of the schools were inordinately delayed.
- ✓ The timely distribution of scholarship is also not ensured to all the eligible students.
- ✓ This was presumed that BRCs/CRCs will provide adequate opportunity and the government will facilitate the teachers financially to prepare and use innovative and effective Teaching Learning Materials (TLMs) to make the learning easy, interesting and joyful. But, as observed at present juncture, this process of preparing TLMs and its utmost use are not being done in many schools to a great extent. Probably fund for the same has not been made available to school for this purpose.
- ✓ APCL has intervened into creating conducive environment in the schools to promote creativity among the students through developing and making available innovative TLMs like Alphagrams, Educational Playing Cards, etc. in connection with effective teaching to ensure quality elementary education.
- ✓ Apart from classroom teaching, some model after school teaching technique has been demonstrated in the project area in order to bridge the gap of learning deficiency of the low achievers and the differently abled children. This practice needs to be continued in the project area.
- ✓ Library, playgrounds, etc. were not found in good condition or not functional in the many schools of the study area.



- ✓ Though the Bal Sansad of the school exists in almost all the schools. Sporadically, they do some creative activities in the schools for their recreation and learning. Whenever, the APCL project personnel use to visit the schools, Bal Sansads were guided and involved in some creative activities which needed to be sustained further.
- ✓ Though SMCs was supposed to contribute significantly in school affairs especially in preparing SDP (School Development Plan), monitoring teaching-learning process as well as creating conducive condition for better functioning of the school and mobilizing the community to acquire free and compulsory elementary education, but such expectations could not be fulfilled so far in many cases.
- ✓ As reported by the local people and as observed in the field, syllabus prescribed for the students is being by and large accomplished within the calendar year. Schools generally run for 220 days in a calendar year as prescribed by the RTE Act, but the level of competency attained by the students vary largely from one to another.

## Conclusion

On the basis of the significant findings, based on quantitative and qualitative analysis of the facts, survey study discovered that in the context of RTE, certain efforts have been initiated to promote elementary education in the study area. However, in connection with providing the requisite support and facility in the schools, more financial resources are required to be made available. In order to ensure the actual implementation of RTE, pertaining to quality elementary education to the children irrespective of their class, caste, economic status, geographical locations, etc. still lot of efforts need to be made. For this purpose, actual need assessment and accordingly the resource mobilization seemed to be inevitable. Quality of trained and qualified teachers, remedial teaching, effective TLMs, supportive monitoring of teaching-learning process, timely distribution of incentives to the children, etc. are required to be ensured to ensure the quality of elementary education. Constant support and help from NGOs seem to be imperative to achieve the desired goal of universalization of quality elementary education.

## Recommendations

### Infrastructure and basic amenities

- ✓ Some of the schools lack sufficient space for building/classrooms, hence those schools should be provided with land acquired by the government and constructed with the sufficient classrooms or as an alternative arrangements land and buildings can be arranged on lease.
- ✓ Some of the Schools still having no boundary wall or dilapidated fencing, they lack playground and kitchen shed as well, and hence these facilities need to be created at the earliest in order to ensure smooth functioning and conducive environment of the school.
- ✓ Proper maintenance of toilets especially girl toilets should be ensured in each school in order to ensure its optimum use. For this purpose, number of toilets and handpumps needs to be commensurate with the number of students and teachers in the school. Handpumps and toilets should not be distant from each other. Supply of handwash materials and other cleaning materials should be made available. Regular cleaning of toilets should be done. Such arrangements should be monitored at regular interval by the SMCs.

### Enrollment

- ✓ In order to ensure free and compulsory quality elementary education, first of all participation of all the children irrespective of their sex, caste, religion, economic status need to be ensured through their proper and impartial enumeration, persuasion and motivation.
- ✓ Special efforts are to be made not only to implement mandatory provision of RTE Act but also to properly implement all the child rights.
- ✓ The working male child should cautiously be identified and included in the educational mainstream by way of restricting the prevailing child work/child labour practice. While identifying the child of 6-14 years age group from school influence area in course of preparing Bal Panji (Child Register), special stress should be given on the leftouts/dropouts/migrants (especially boys) and accordingly their enrollment should be ensured.
- ✓ There should be some compulsion on the parents to ensure compulsory enrollment of their eligible children and needful attendance up to class VIII level.
- ✓ Adequate financial resources are to be made available to the schools as per current requirement to meet the actual need pertaining to RTE norms.

### **Teachers and their training**

- ✓ According to the provision of RTE, adequate number of teachers especially the subject teacher for class VI to VIII on the basis of the local need of the study area needs to be recruited.
- ✓ In order to achieve the goal of quality elementary education, provision for in service teachers training without break in their regularity and timely payment of salary needs to be made.
- ✓ The teachers should also be given opportunity to learn from the best practices of developing TLMs and teaching technique being adopted at neighboring schools and the schools located outside the district and state so that those practices can be replicated at the local level also.
- ✓ There should be a training module on preparing annual school development plan as per the provision of RTE Act which needs to be developed through organizing a state level workshop involving subject experts and the stakeholders.

### **Teaching Learning Materials (TLMs)**

- ✓ Considering the significance of innovative teaching aids, effective and innovative TLMs should be regularly developed and used to make the teaching learning process more effective and joyful.
- ✓ CRCs, BRCs and the schools should be provided with the fund for preparing such TLMs.
- ✓ Attempts should be made to develop diverse curriculum for divergent group of the children considering their diverse potentialities and the context so that each one can take genuine interest in teaching-learning process.
- ✓ The capable NGOs having experience and expertise in activity based teaching techniques and developing innovative training materials for the same should essentially be associated with the teacher's training to be carried out at regular basis in teacher's training colleges and also on occasional bases to the short duration in service training of the teachers so that the quality of teacher's training can be improved and accordingly the transaction of the teaching-learning materials can be done smoothly, effectively and joyfully in the classroom situation.

### **Mid-day-meal**

- ✓ Instead of cooking meal for students in the schools, it should be cooked by some other agency outside the school and supplied at appropriate time so

that the attention of teachers and students can't be diverted and disrupted from teaching learning process.

### **People's participation**

- ✓ Massive involvement of community people, PRI representatives and SMC representatives is required for creating conducive condition in the schools and the villages for gladly joining the schools by the boys and girls of all the sections including poor and deprived sections. They should also take part in various developmental activities and important events being celebrated at important occasions. Besides, they should frequently visit the school premises to monitor the teaching-learning activities as well as attendance of the students and teachers.
- ✓ In order to harness, the requisite support of the stakeholders like SMCs, PRIs, etc. their recurrent meeting -cum- orientation is to be organized so that they may be sensitized to take part in the school affairs.

### **Remedial teaching to ensure the quality/competency**

- ✓ After school remedial teaching arrangements should be made to low achievers so that they may acquire the needful learning competency as their fellow colleagues. Otherwise, some special classes should be arranged for them in long vacations so that they may cope up with those who have attained the required level of learning.
- ✓ There should be provision for testing the learning disabilities among the students and they should be provided with needful support to remove or mitigate those disabilities so that they may acquire the desired learning competency at stipulated timeframe.
- ✓ Tola sewaks and volunteers of 'Talimi Markaz' needs motivation and they should be monitored regularly so that they may perform their roles in connection with remedial teaching in the school in addition to ensuring the enrollment of leftouts/dropouts.

### **Enhanced learning**

- ✓ At least all the boys and girls from class V and VIII should be provided with the opportunity of interstate/inter district learning trip. After completion of the trip, they should also be given to share their learning experiences.
- ✓ From time to time, especially class VI to VIII students can be given exposure to basic learning of Information Technology.

- ✓ On the eve of important national/international days, students should essentially be involved in creative activities like Essay, Debate, Painting, Singing, Quiz contests, etc.

#### **Student's incentives according to their entitlements**

- ✓ Timely distribution of school uniforms, text books and scholarships to the eligible students should be ensured so that they may accomplish the syllabus and acquire desirable competency in the prescribed calendar year. Accountability to the concern authority should be fixed to ensure the same.
- ✓ Some finance needs to be earmarked by the government to conduct creative activities by the students under the guidance of Bal Sansad on regular basis.

As still majority of the students and parents are not aware with the specific provisions of RTE and the Grievance Redressal Mechanism, therefore a massive campaign needs to be launched to make them aware so that they may come forward to ensure the effective implementation of RTE pertaining to quality elementary education in their respective school.