

Executive Summary

Minor Research Project MRP (H)-0975/13-14/KLCA017/UGC-SWRO

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Title of the project: STAKEHOLDERS PERCEPTION OF PROBLEMS
IN IMPLEMENTING RIGHT TO EDUCATION ACT IN SCHOOLS OF
KERALA.

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21 A of the Indian Constitution. The Act is implemented on 1 April 2010. With this Act the elementary education became the Right of the child and the education of the child became the duty of the state and local governments, school and parent or guardian. Government's focal agency, Sarva Shiksha Abhiyan made strenuous efforts to achieve the aim of Education for All, along with these stakeholders. But there are a number of challenges in the implementation of RTE Act. This study aimed at the perception of stakeholders about problems in implementing RTE Act in schools of Kerala. The objectives were 1. To find out the problems of different areas in implementing RTE Act in schools, 2. To identify suggestions proposed by stakeholders to implement RTE Act. Survey method was used for conduct of the study. The study was conducted on all stakeholders of the Act, DPI, and Education Officers (DD of school education, DEO, AEO) 10, Officials of SSA (37), Heads of schools (31), Teachers (505), Parents (201), and Members of Local Body (30). Tools used for the study were, Rating scale (ranking type) and an Interview Schedule. Analysis was based on the rank given by respondents to each problem. Rank Index was calculated from the preference given by respondents and thus major problems were analyzed. The major findings are, from the response of Government authorities the most occurring problem, while implementing RTE Act in schools is the problems with teachers and the least occurring problem is related with duties of government. From

the opinion of SSA, the most occurring problem is problems with curriculum and the least problem is SMC. Under the curriculum, the major problem is lack of child centredness. Heads of schools reported that the first problem in schools while implementing the Act is problems with quality education. And they selected Right of child as the last. Among the quality education the most occurring problem is related to the Punctuality of students. The members of local government ranked the problems related with teachers as first and fund is their least problem. Among the area teachers the most occurring problem is lack of sufficient number of permanent teachers in schools. From the opinion of teachers the first problem affecting the school while implementing RTE Act, is of Infrastructure. Under this infrastructure, the crucial problem is lack of toilet facilities for girls. Parents reported that, problems like some kind of fees, SMC, Curriculum, lab and library facilities of schools are major problems.

Government authorities suggested that teachers can improve the system but have to work more. From their opinion Kerala is not bad, and above average in the elementary education of children. According to officials of SSA, infrastructure is not a prominent issue in schools of Kerala. And they suggested 4 Cs from the part of teachers – Climate building, Capacity building, Confidence building, and Commitment. Heads of schools suggested for sufficient number of teachers, sufficient fund in time for the improvement of schools. The suggestions of the members of local government are teachers should be updated, revision of curriculum in time, and quality training to teachers. Teachers suggested for better infrastructural facilities, timely training, sufficient time to complete the syllabus, and sufficient fund for govt and aided schools without discrimination. Parents suggested for all facilities in schools to the complete development of the children, and more consideration to their wards in schools.

The study is helpful to understand the present situation of elementary schools even after 5 years of implementation of RTE Act. It throws light to the role of stakeholders in the education of children and their valuable suggestions in this regard. The problems of schools are different. Even though all the schools have changed a lot to make elementary education a Right, it has to go some miles to achieve the aim Education for All.