



International Journal of Multidisciplinary Research and Development



Volume: 2, Issue: 9, 291-296
Sep 2015
www.allsubjectjournal.com
e-ISSN: 2349-4182
p-ISSN: 2349-5979
Impact Factor: 4.342

Saroj Gupta
Associate Professor,
Department of People
Education and Mass
Communication, MGCG
Vishwavidhyalaya,
Chitrakoot, Satna (M.P.)
485780

Jyoti Khare
2Research Scholar,
Department of People
Education and Mass
Communication, MGCG
Vishwavidhyalaya,
Chitrakoot, Satna (M.P.)
485780

Enrollment status of children in Elementary Education after the implementation of “Right to Education Act 2009” in Chhatarpur District, Madhya Pradesh- 471001

Saroj Gupta, Jyoti Khare

Abstract

The study was conducted to explore the enrolment status of children after the four years implementation of ‘Right to Education Act 2009’ in Government schools of Chhatarpur District. The samples from 80 Primary schools (PS) and Upper Primary Schools (UPS) Head Masters were drawn from Chhatarpur District. A self-made questionnaire comprising questions and interview was used by the investigator. After sampling of ten schools of each block of Chhatarpur district, the total enrollment achievement against target is 15358 out of 15511, and NER is 98.94% respectively. So, gradually increased enrolment due to awareness of right to education act and many attractive educational policies like Mid-Day Meal, Scholarship to poor children, Free text books, Free uniforms etc.. Despite significant achievement in elementary education in the district in terms of schools, teachers and enrollment, there remain serious problems of OOSC and wastage of school education in the Chhatarpur district of Madhya Pradesh. The reasons for this as attributed by the out of school children are Socio- economic factors, cultural factors, lack of teachers, lack of infrastructure and search of better quality education.

Keywords: Right to Education Act, Enrollment status, District information school Education (DISE).

Introduction

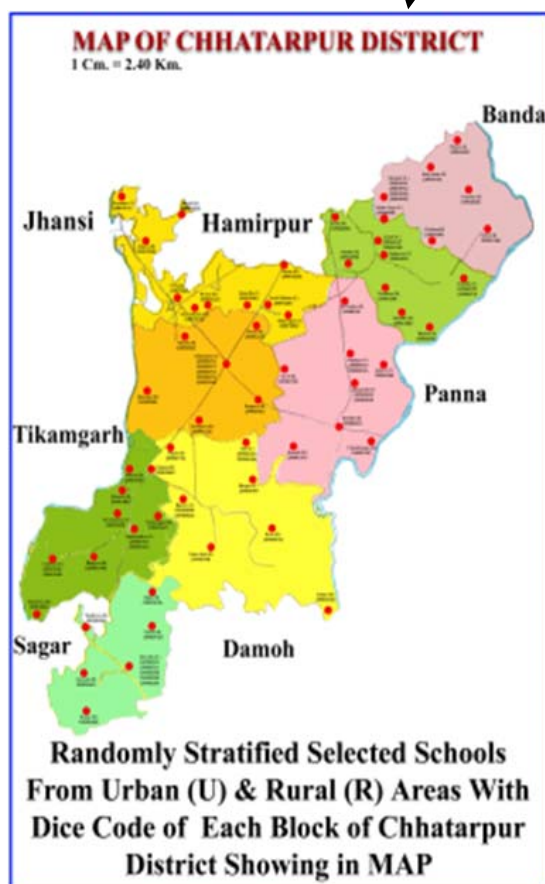
The Right to Free and Compulsory Education Act 2009 was passed by the Parliament in August 2009, and after receiving Presidential assent, it was notified for implementation from April 1, 2010. Introduced through the 86th amendment, the RTE Act provides the children of India, in the age group 6 to 14 years, a fundamental right to free and compulsory education. This is a historic decision for the education of the children of India. Though the RTE existed as a part of the directive principles of State Policy under Article 45 of the Constitution, it was not enforceable. For the first time in the history of India this right has been made enforceable by putting it under Article 21. Thus the right to education has been accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. This act provides for 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood for every child in the age group of 6-14 years (AIF, 2011).

The RTE Act, though deserves due credit for laying down in fairly specific terms state’s responsibility towards education, it would be appropriate to examine the status and awareness on the part of schools and concern authority to provide free elementary education to the children aging between 6 to 14 years of old. Four years have already passed since implementation of the RTE Act in Madhya Pradesh but so far there has been some progress only in terms of enrollment & quality education in terms of student learning the state has not achieved. Same is the case with regard to its awareness, enrolment and understanding among its various stakeholders Ojha Seema S. (2013), Acharya (2007), Shariff (1999). Mulik and Mohanty (2009) etc.

Correspondence

Saroj Gupta
Associate Professor,
Department of People
Education and Mass
Communication, MGCG
Vishwavidhyalaya,
Chitrakoot, Satna (M.P.)
485780

MAP OF MADHYA PRADESH, SHOWING CHHATARPUR DISTRICT



After 73rd Amendment Act, Madhya Pradesh became the first state which enacted new panchayat raj system in the state and formed PRIs. After formation of PRIs, state government gave several powers and duties to PRIs and education was one of such areas. In rural areas all schools from Pre-primary to Higher Secondary Schools are managed and operated through panchayat. The main functions of Panchayats are management of schools, operation of schools, construction and extension of school buildings, teaching aids in school, operation of non-formal education system, appointment of Sambida Shikshak and implementation of promotion schemes in Adhyapak sumverg.

The district Chhatarpur is situated at the North East border of Madhya Pradesh. The district is spread over an area of 8687 sq. Kms. with longitudes and latitudes of 24.06 & 25.20 on North 78.59 – 80.26 on east respectively. Rivers Ken and Dhasan are the physical boundaries on the east and west respectively. This district is surrounded on the north by district Mahoba (UP), on the south by Damoh, on the east by Panna and on the west by Tikamgarh. The rivers Ken and Dhasan separate the districts, respectively from Panna in the east and Tikamgarh in the west.

Average literacy rate of Chhatarpur in 2011 were 64.90 compared to 53.26 of 2001. If things are looked out at gender wise, male and female literacy were 74.22 and 54.34 respectively. For 2001 census, same figures stood at 65.28 and 39.26 in Chhatarpur District. Total literate in Chhatarpur District were 962,827 of which male and female were 585,133 and 377,694 respectively. In 2001, Chhatarpur District had 631,370 in its district. Before independence only few students belonging to upper caste families of Thakurs and Pandits of higher society were getting education. It was not available for ordinary persons after independence efforts made but success was so far. After starting DPEP & SSA we achieved almost 100% access and enrollment in few years. District Chhatarpur had made a lot of progress in the field of Elementary Education in last 10 years. The Educational indicator of the district has shown a positive growth in these years as a result of well-planned strategies and proper implementation of the programs. The present status of Elementary Education of the district is given below. There are 1315 Govt. Primary schools (including 16 TWD) and 757 Upper Primary schools (MS), and total 2072 are Govt. Primary School (PS) and Upper Primary Schools (MS) are present in Chhatarpur District.

Enrolment of children & equity up to age of 6 to 14 years

Many efforts applying under the Right to Free and Compulsory Education Act 2009 have been made. Extension of education facility near habitations has greatly helped in achieving the target of enrolling children of 6 to 14 years of age group in schools. Sustained mobilization campaign to admit the children in schools has also helped in making the people aware with the importance of education. 'School Chalen Hum' and 'Pravesh Utsav' campaign is organised every year in the every school of District before the beginning of the academic session. The whole machinery of the District is galvanized to make the people aware of rights of the children under the RTE Act. Simultaneously, household survey is also conducted during the campaign to attract the children of the age group who are not enrolled in the schools or who have dropped out from the schools. These children are enrolled in age appropriate classes and provided special training as per provisions of the Act. Kasturba Gandhi Balika Vidyalayas (KGBVs) and Girls Hostels have been opened in

the District for promotion of girls education. Besides, Ashram Schools and seasonal hostels also have been opened for the children in places where people migrate along with families. One CWSN hostel of 50 Seats has been opened in the District for the education to the physically challenged children.

Besides number of promotional schemes are in place to address the difficulties of the children from weaker section. The incentives that are being provided are as follows:-

- Free text books to all children enrolled in Government schools.
- Free uniforms to all children enrolled in Government schools.
- Scholarship to SC/ST/OBC/poor children.
- Free bicycle to children enrolled in class VI in schools located in nearby villages. This facility is extended to children in rural areas.
- Mid-day meal to children in all Government schools

Objective of the Study

Effectiveness of RTE, 2009 on compulsory enrollment of children age 6 to 14 in Block wise against to target population.

Methodology

In the present study, survey method was employed. It was designed to explore the enrollment of children up to age of 6 to 14 after the implementation of 'Right to Education Act 2009' 80 Primary School (PS) and Upper Primary school (MS) Principal or Head Masters through self-made questionnaires and district information system (DISE).

Sample

The questionnaire was used on 80 Primary Schools (PS) and Upper Primary Schools (MS) Government schools (MS) of Chhatarpur District, who were selected by randomly stratified sampling method.

Statistical Techniques

After collection of the data sources, mean (average), median, chi-square test were employed for the analysis and interpretation of data.

Tools

The tool of this study was a prepared self-made questionnaire comprising multiple choice questions and interview related to 'Right to education Act 2009' used by the investigator. The test was administered and the responses made by elementary school Principal or Head Masters to test impact on enrollment of children after the implementation of 'Right to Education Act 2009' tabulated and analyzed using appropriate statistical methods and appropriate diagrams.

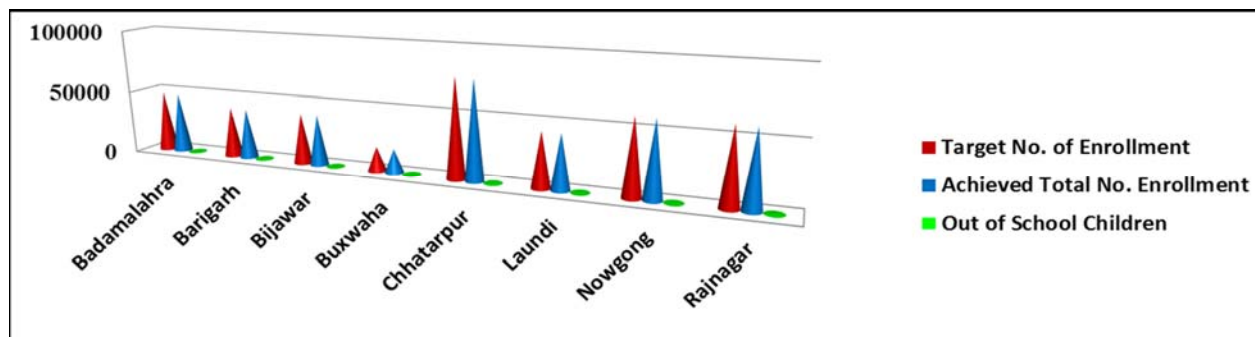
Table 01: Randomly Selected Ten Schools (Urban/Rural) Block wise Achievement of total Enrollment against target, OOSC and NER in Chhatarpur District during Study Period 2014-2015 After Sampling

Name of Block	Target of Enrolment	Achievement of Enrolment	NER	X ² Value
Badamalahra Block	2180	2158	98.99%	0.00146
Barigarh Block	2098	2077	98.99%	
Bijawar Block	1915	1895	98.95%	
Buxwaha Block	2418	2393	98.96%	
Chhatarpur/Ishanagar Block	1800	1783	98.81%	
Lavkushnagar/ Laundi Block	1872	1856	99.14%	
Nowgong Block	1480	1466	99.05%	
Rajnagar Block	1748	1730	98.62%	
TOTAL BLOCKS 08	15511	15358	98.94%	0.00146

Table No.02: Block wise Achievement of Total Enrollment against target in 2014-2015 of Chhatarpur District

Name of Block	Target No. of Enrollment			Achieved Total Enrollment			NER
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
Badamalahra	24879	22726	47605	24711	22710	47421	99.61
Barigarh	20853	18631	39484	20548	18625	39173	99.21
Bijawar	20783	18997	39780	20727	18997	39724	99.86
Buxwaha	9996	9087	19083	9879	9043	18922	99.16
Chhatarpur	40568	37582	78150	40303	37509	77812	99.57
Laundi	22904	20450	43354	22658	20450	43108	99.43
Nowgong	31544	28224	59768	31345	28173	59518	99.58
Rajnagar	31341	28327	59668	30890	28327	59217	99.24
TOTAL BLOCK 08	202868	184024	386892	201061	183834	384895	99.48

Source: DISE, Chhatarpur available on Education Portal

**Diagram No. 01:** Blockwise Achievement of total Enrollment in 2014-2015 of Chhatarpur District**Table No. 03:** Total Achievement of Children's Enrollment in Four year of Chhatarpur

YEAR	Target No. of Enrollment			Achieved Total Enrollment			OOSC	NER
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL		
2011-2012	205109	187594	392703	197141	180291	377432	15271	96.11
2012-2013	205794	188872	394666	204197	188270	392467	2199	99.44
2013-2014	206931	189822	396753	205016	185543	390559	6194	98.44
2014-2015	202868	184024	386892	201061	183834	384895	1997	99.48
TOTAL YEAR 04	820702	750312	1571014	807415	737938	1545353	25661	98.37

Source: DISE, Chhatarpur available on Education Portal

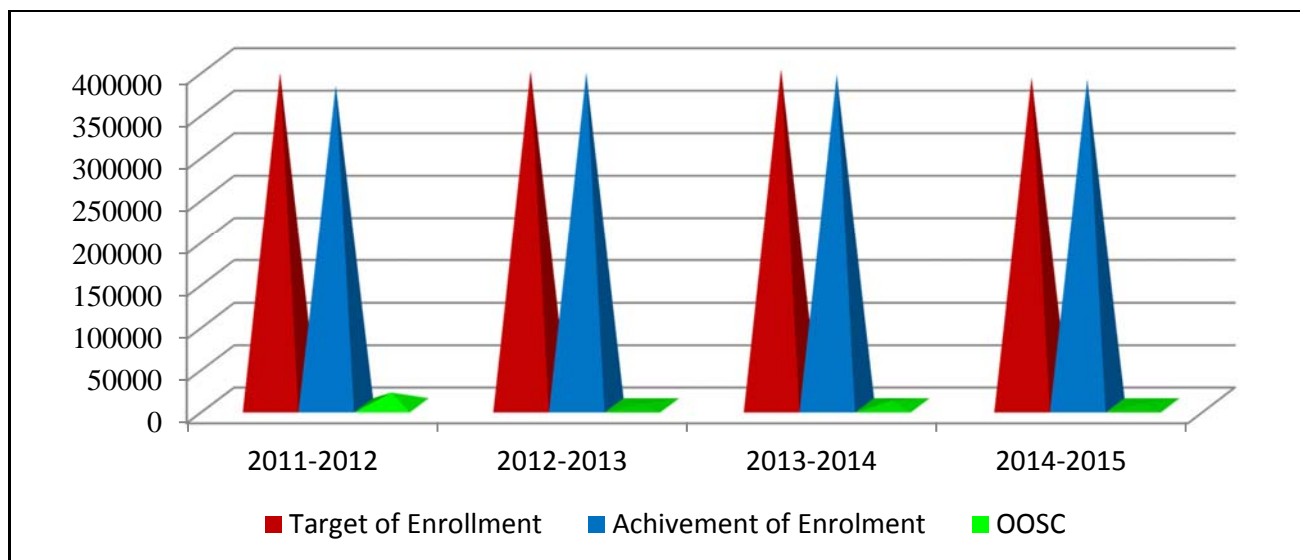


Diagram No. 02: Total Achievement of Enrollment in last three years and during study period 2014-2015 of Chhatarpur District

Table No. 04: Comparison of Achieved Enrollment data against targeted population of Chhatarpur District (M.P.)

No. of Blocks	Fe	Fe	(Fo-Fe) ²	X ² Value
08 (Primary data)	98.94	99.21	0.0729	0.00146
08 (Second. data)	99.48	99.21	0.0729	

(X² table value at 0.05=3.841 & 0.01=6.635) on Degree of freedom =1

Analysis and Interpretation

Enrollment data of children's collected from 80 Primary Schools (PS) and Upper Primary Government schools (MS) of Chhatarpur District, that were selected by randomly stratified sampling method of Chhatarpur District. Primary enrollment data collected against targeted population through the questionnaire from the Head Masters of ten schools of each block shown in table no. 01 and obtained NER. Maximum targeted enrollment and achievement obtained from Laundi (Lavkushnagar) is 99.14% and Minimum targeted enrolment and achievement obtained from Rajnagar Block 98.62%. Average of net enrollment ratio of all eight blocks is 98.94% which is less than secondary data (99.48%) obtained from District information Education system (DISE). On the other hand the Enrollment ratio is gradually increased in last four years, in 2011-12 the NER was 96.11% but in 2014-15 the NER was 99.48% respectively (Table No.03) due to many attractive schemes of Central Government & State Government with awareness of fundamental right to free and compulsory education act. It was a significant improvement of children's enrollment at the primary and upper primary levels, but which is required to be addressed to urgent approach the goal of universal elementary education. Despite a significant portion of children continue to out of School or drop-out at the primary and upper primary levels. The reasons for this as attributed by the dropout children are Socio-economic factor, cultural factors, lack of female teachers in proportionate ratio, lack of infrastructure, low quality education and lack of teacher's interest due to financial disparity in salary and post. The same results are also given by Acharya; 2007, Mulik and Mohanty; 2009 and Shariff; 1999.

After the Last four years of implementation of 'Right to Education Act 2009' in Chhatarpur District, the Enhancement of enrollment (99.48%), attendance through many promotional schemes with National nutritional programme of 'Mid-Day Meal' (MDM), scheme has a beneficial impact on School participation in term of getting more children enrolled

and encouraging regular attendance but despite of this all, many other efforts are still needed to be put up for improvement of the programme; proper implementation like cooking agencies, quality of food and distribution according to state government and Government of India. The similar results and suggestions were revealed by many stakeholders like Sarkar; 2012 and T.Vijaya Kumar; 2011.

Conclusion

Analysis of table No.01, No.02 and table No.04, we conclude that total average enrollment percentage is 98.94 obtained from randomly selected schools of all blocks of Chhatarpur District and through DISE the total average enrollment percentage is 99.48. Comparison of both data by the using Chi-square test, the value of X² is 0.00146 which is 3.841 value at 0.05 more less of significant level of df=1. Thus, there was no significant difference between the collected data of samples from stratified randomly selected schools and DISE data against targeted population of 6-14 age group of child. Results of the study are also revealed more similar to DISE data of Education portal.

Suggestions and Recommendations

1. Reciprocal relation between teachers and students should be encouraged enrollment.
2. Proper financial assistance to the schools from government and utilization of their assistance through the permission of School Management Committee (SMC) according to need and requirement of School.
3. 93rd constitution amendment gives the legally enforceable right to free elementary education of age between 6-14 years, the restriction of age between 6-14 years could be a barrier, particular in remote villages, poor families, less awareness in long run, which is the cause of drop-out childrens.
4. The central and the state government should make sure that the incentive schemes such as mid-day meal (MDM)

- programs, free text books; free uniforms, Scholarship to SC/ST/OBC/poor children etc. are being implemented but need of proper implementation.
5. Education to be more practical and student's interest up to upper Primary level than theoretical, reduce theoretical syllabus and increase practical.
 6. Lack of teacher's interest due to financial disparity in salary and post should be similar in equal in State and whole Country.
 7. Appointment of an expert panel to identify the causes responsible for school drop-out and out of School children rate and implement effective preventive strategies.

Acknowledgement

We are grateful to Dr.Y.K.Singh, Prof. and Head. Deptt.Of Peoples Education and Mass Communication for providing all facilities and valuable suggestions. We are also thankful to Prof. Kapil Deo Mishra, Dean of faculty and Dr, Shyam Singh Gaur for constant encouragement and suggestions.

Reference

- 1 American India Foundation (AIF) 2011.School management committee and right to education act 2009.www.AIF.org
- 2 Acharya, S. (2007). Problems of Enrollment, Retention, and Achievement among the Students of Primitive Tribes of Orissa, Post Graduate Department of Anthropology, Utkal University, VaniVihar, Bhubaneswar, Orissa.
- 3 Malik, B.K. and Mohanty, S.K. (2009). Rural Poverty and Child Schooling: A Case Study of Balasore District , Orissa, Journal of Educational Planning and Administration, Vol. XXIII, No 3- 257-281.
- 4 Ojha Seema S. (2013). Implementing right to education: Issues and challenges. Research Journal of Educational science Vol.2:1-7 Available online at www.isca.in
- 5 Parida, J. (2010). Mid-Day Meal Scheme and Growth of Primary Education: A Case Study of a District in Orissa. Journal of Educational Planning and Administration, Volume XXIV, No 2, April, pp.169-177.
- 6 Shariff, A. (1999). South India Human Development Report. Oxford University, New Delhi.
- 7 Sarkar, Chanchal Chand (2012). Right of Children to Free and Compulsory Education Act, 2009 and its Implementation
- 8 Kumar, T. Vijaya. 2011. '2nd Half Yearly Monitoring Report of Mid-Day Meal Scheme for the State of Andhra Pradesh (Period 1st April 2011 to 30th September 2011)'. Centre for Equity and Social Development, National Institute of Rural Development, Ministry of Rural Development, Government of India