

# **Implementation of Right to Education Act in Goa : A Study on the Opinions of the Heads and the Teachers of Secondary Aided Schools**

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**Abstract** – The importance of education for the development of a country must not be underestimated because education is the tool which alone can inculcate national and cultural values and liberate people of false prejudice, ignorance and representations. The present study is an attempt to find the opinions of the Heads and the Teachers of Secondary Aided Schools of Goa towards Right to Education Act -2009. The information was gathered through a questionnaire constructed for this purpose. The questionnaire consists of 15 statements related to Right to Education Act. The data collected were analyzed using Percentage and Bar Graph. The findings revealed that the Heads and the Teachers of the Secondary Aided Schools of Goa are in the right direction as all the schools are earnestly implementing the Act. However there are some clauses that need proper monitoring, adaptations and intense training of Heads and Teachers.

**Keywords** – Right to Education Act, Secondary Aided Schools, Opinions of Heads of Secondary Aided School Towards RTE, Opinion of Secondary Aided School Teachers Towards RTE.

## **I. INTRODUCTION**

1<sup>st</sup> April 2009, was a red letter day in the history of Education in India. The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 marks a historic moment for the children of India. Though late it was yet welcomed with immense joy both by educationists as well as by the people all over the country. This Act had a long, difficult and interesting journey before it became a reality.

The Present Act has its history in the drafting of the Indian Constitution at the time of Independence but is more specifically to the Constitutional Amendment of 2002 that included the Article 21A in the Indian Constitution making Education a fundamental Right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate Education Bill. A rough draft of the Bill was composed in 2005. It received much opposition due to its mandatory provision to provide 25% reservation for the disadvantaged children in the private schools. The sub-committee of the Central Advisory Board of Education which prepared the draft Bill held this provision as a significant pre-requisite for creating a democratic and egalitarian society.

## **II. REVIEW OF LITERATURE**

Fayaz Bhat, (2012), in his study 'Right to Education Act: a Critical Analysis' says that there is no clarity on how 25 percent reservation in private schools will be filled. There may be more than one private school in a neighborhood, so how will they decide who will go where? How will reservation in private schools be monitored? The 25 percent reservation in private schools will dramatically change the structure of classrooms in schools. Whether diversity of classroom will create democratic learning environment and enhance teaching learning process or will it put children from 'weaker and disadvantaged sections' in discomfited position?

Dhananjay Mahapatra & Himanshi Dhawan (2012) in their article on 'Times of India' stated that one of the primary objectives of Right of Children Free and Compulsory Education Act, 2009 is improving quality education. The quality of elementary education, particularly in government schools, is a matter of serious concern. The quality of school education depends on various variables which includes physical infrastructure, method of teaching, learning environment, type of books, qualification of teachers, number of teachers, attendance of teachers and students and so on. He adds, that due to vacancies for teacher, absenteeism of teachers and poor infrastructure in government schools classrooms are multi-grade, i.e. one teacher attending to children of different grades in a single classroom. The attendance of teachers and students in schools is directly related with the quality of education.

Ministry of Human Resource Development (2016) in their Assessment of Implementation of RTE Act states that the no-detention policy has resulted in improvement of retention of children in schools. This is reflected in the decline in annual average dropout rate of children which is 4.15% at elementary level as per UDISE, 2014-15. Some states have requested for review of no-detention policy. Reports and views of several State Governments reflect that standard of elementary education has come down due to no-detention policy.

The Government of India has introduced several measures to facilitate the implementation of the SSA to meet the objectives of the RTE Act by launching 'Padhe Bharat Badhe Bharat'- a foundational sub-programme under SSA to improve early reading and writing with comprehension and early Mathematics; launching 'Rashtriya Avishkaar Abhiyan' – a convergent framework

to make Science, Mathematics and Technology exciting for children etc.

### III. NEED FOR THE STUDY

Almost seven years have passed since this act came into effect. Some states began its implementation immediately, while others took time. Some states even challenged some of the clause of the Act in the Supreme Court. There are still many Public Interest Litigation pending in the Supreme Court.

The State of Goa responded promptly and effectively to accept and implement the RTE in Toto. The Government began in earnest its work of training the Heads, Teachers and all the Stake holders in understanding the RTE Act. All the schools in Goa smoothly and dedicatedly went into action mode and implemented the RTE from 2010.

The Sarva Shiksha Abhiyan and many other stake holders began speaking of evaluating the process and its effect of the implementation of the RTE in Goa. It was a sincere call to pause, study and to take the process forward.

It was the need of the hour that an Educational Act being the first of its kind should be studied, researched and find ways and means to take this Act to its success in educating the children in its true spirit. Having it researched and studied at an early stage would be helpful to see if the schools of Goa are moving in the right direction and do they need something more in order to implement the RTE effectively and successfully.

#### *Title of the Study*

Implementation of Right to Education Act in Goa: A Study on the Opinion of the Heads and the Teachers of Secondary Aided Schools.

### IV. OPERATIONAL DEFINITIONS

#### *Right to Education Act 2009*

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

#### *Secondary Aided Schools*

In the State of Goa the school is divided into three sections for its administrative efficiency. Primary Schools, Secondary Schools and Higher Secondary Schools. The Secondary Schools consists of classes 5<sup>th</sup> to 10<sup>th</sup>.

In the present study Secondary Aided Schools refer to the private managed schools either from 1<sup>st</sup> to 10<sup>th</sup> or from 5<sup>th</sup> to 10<sup>th</sup> Standard classes, that are approved, recognized and receive grants from the Government of Goa.

#### *Opinions of Heads of Secondary Aided Schools Towards RTE*

The Heads of the school refers to the Headmasters or Headmistresses who manage and animates the entire running of the school, which are appointed by the management of the private aided school and approved by the Government.

In the present study, opinions of the Head of the Secondary Aided School towards RTE refers to the Opinion expressed by the Head who run class from 1<sup>st</sup> to 10<sup>th</sup> or from 5<sup>th</sup> to 10<sup>th</sup> standard, on the statements related to RTE which were given in the tool, 'Rating Scale on Opinion on implementation of RTE', constructed by the investigator.

#### *Opinion of Secondary Aided School Teachers Towards RTE*

Secondary Aided School Teacher is a person who has completed his/her Bachelor in Education, and who teaches in the class from 1<sup>st</sup> to 10<sup>th</sup> or from 5<sup>th</sup> to 10<sup>th</sup> standard situated in the State of Goa.

In the present study, opinions of Secondary Aided School Teachers refer to the opinion of teachers expressed by the teachers on the statements related to RTE which were given in the tool, 'Rating Scale on Opinion on implementation of RTE', constructed by the investigator.

### V. OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To study the opinion of the Heads of the Secondary Aided Schools, of Goa, towards the RTE Act in terms of:
  - 1.1. Relevance
  - 1.2. Implementation
  - 1.3. Characteristic Features
    - 1.3.1. Age Appropriate Class
    - 1.3.2. The Evaluation System
    - 1.3.3. No Detention Policy
    - 1.3.4. No Expulsion Policy
    - 1.3.5. No Punishment Policy
  - 1.4. Its effectiveness

#### *Method of Study*

The present study is description in nature; hence the researcher has adapted the Survey Method.

#### *Population and Sample*

Population for the present study was identified as all the Heads and the teachers working in the Secondary Aided Schools of Goa. Randomly selected 200 heads and 500 teachers were the samples of the study.

#### *Tools Used in the Study*

'Rating scale on the implementation of RTE', constructed by the investigator.

### VI. ANALYSIS AND FINDINGS

The data was analyzed objective wise through descriptive statistics, percentage and bar graphs.

#### *1.1. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE'S*

'Relevance':

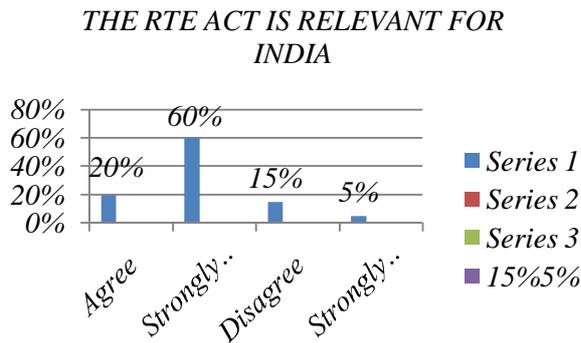


Fig. 1.1

A majority of the respondents among the Heads and Teachers i.e. nearly 80% were convinced that the RTE was a relevant and important Act, as every child deserved quality free and compulsory education. Of the 80% nearly 60% of the respondents strongly agreed of its relevance because:

- ✓ It is a big step towards making this dream a reality.
- ✓ It is the right of every child for a brighter future.
- ✓ With majority of children in rural areas, this act is very relevant.
- ✓ It is a child oriented Act.

**1.2. 1. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's implementation:**

Nearly 81% of the respondents said that this Act was so relevant that it should have come much earlier, as education was gradually losing its value and credibility. Moreover, had it come earlier more children would have been benefitted from it.

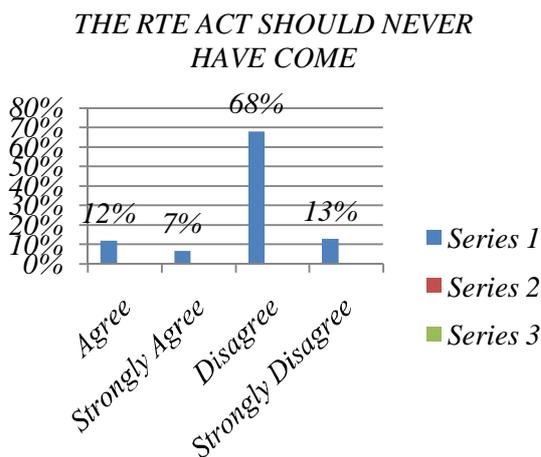


Fig. 1.2

A very large percentage that is 81% of the respondents felt that the RTE was the need of the hour and its birth was an absolute necessity. Their opinions were that the RTE was:

- ✓ A great help to increase the literacy rate of our country.

- ✓ Education is now become a right of every child.
  - ✓ A great opportunity for every child to be educated.
- Only 19% of the respondents said it should not have come, and the reasons are:

- The child is burdened with continuous exams.
- Only 25% of the poor will benefit and what about the 75%?

**1.3.1. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's characteristic Feature:**

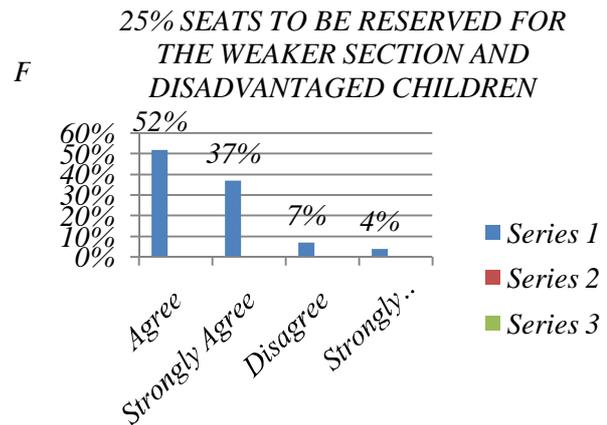


Fig. 1.3.1

A large majority that is 89% respondents agreed with the clause that 25% seats in std 1<sup>st</sup> must be reserved for students of the weaker section and disadvantaged group, because:

- It gives equal opportunity to these children.
- It upholds inclusive education in the true sense.

**1.3.2. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's characteristic Feature:**

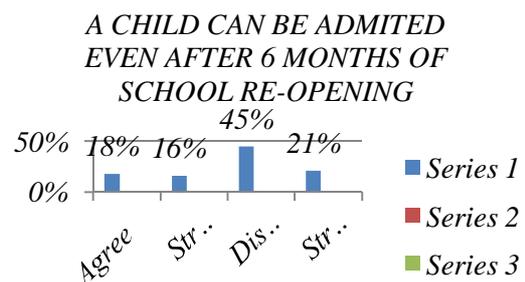


Fig. 1.3.2

66% of the respondent disagreed to children being admitted after 6 months of school re-opening, as they felt that such students would find it difficult to cope up with the portion after 6 months of classes.

While 34% of the respondents felt that the child should be given a chance or else he wastes a year. He makes progress and definitely could study something relevant.

1.3.3. *Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'Age Appropriate Class':*

THE AGE APPROPRIATE CLASS IS RELEVANT

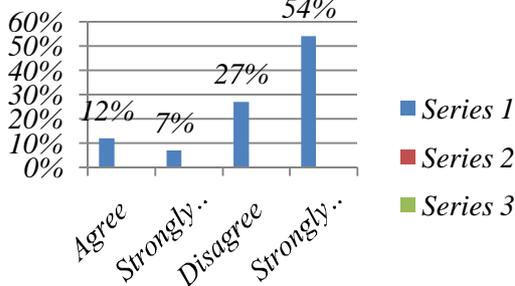


Fig. 1.3.3

- Nearly 81% of the respondents said that admitting students in a class appropriate to his/her age is not a good idea. In theory, it's fine to help the child to climb up 5 classes' portion in one year, but practically it is impossible. Hence the child will keep struggling right through his/her academic studies. It is necessary for a child to have at least the core competence of the age appropriate class.
- While 19% of the respondent who agreed with age appropriate class were of the opinion that this would reduce drop-outs and give an equal opportunity to those who begin school late in life.

1.3.4. *Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's characteristic feature:*

THE SCHOOL MANAGEMENT COMMITTEE SUGGESTED BY THE RTE IS APPROPRIATE

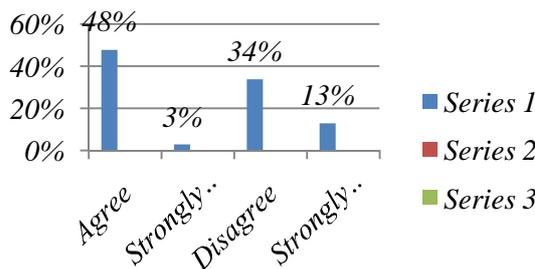


Fig. 1.3.4

The SMC suggested by the RTE also brought about mixed opinions. Nearly 51% of the respondents felt that the SMC was a unique creation since:

- ✓ It is a good system which takes all stakeholders in decision making for the upbringing of the school.
- ✓ It is a good system which leads to the empowerment of the community.

Nearly 49% found the SMC as a hindrance to the development of the school:

- Politics can get into this committee.

- It is very dangerous for private managed schools as the manager and chairman have no absolute role in it.

1.3.5. *Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'Evaluation System':*

THE CONTINUOUS AND COMPREHENSIVE EVALUATION SYSTEM IS GOOD

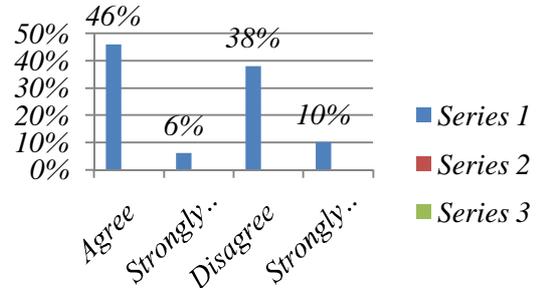


Fig. 1.3.5

52% of the respondents agree that the CCE is a good system. Some of the strong reasons are:

- ✓ The CCE is a very balanced system of evaluation.
- ✓ The CCE gives the child a wider and all-round scope for improvement.

Yet 48% respondents said that it was not a good system because the:

- Child is burdened with more exams than the previous system.
- The CCE is good only for the backward/weaker students.

1.3.6. *Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'Evaluation System':*

THE CCE WAS WELL DISSEMINATED

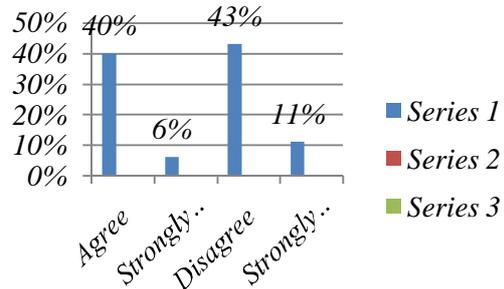


Fig. 1.3.6

46% of the respondents said that the CCE was well disseminated, while nearly 46% of the respondents felt that it could have been done better with more practices and work-out sheets.

1.3.7. *Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'Evaluation System':*

**THE TEACHERS ARE EFFECTIVELY USING THE CCE**

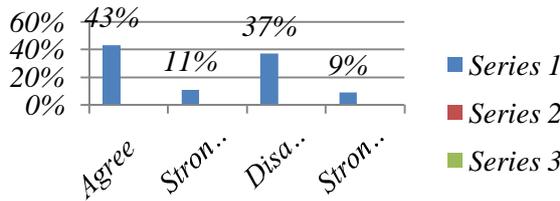


Fig. 1.3.7

Nearly 54% of the respondent said that the CCE is effectively being used and the reasons are:

- ✓ All the schools are using it.
- ✓ It has brought uniformity in the assessment of the students.
- ✓ The assessment of co-scholastic is something new and holistic.

However nearly 46% of the respondents believe that most schools are not using the CCE effectively because:

- Many schools still continue to assess by conducting exams in the unit test style with schedules.
- Problems arise at the end of the academic year for calculation.
- The co-scholastics evaluations are seen as something very difficult as very few have really understood the co-scholastic and its assessment.

**1.3.8. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'No Detention Policy':**

**THE 'NO DETENTION POLICY' IS APPROPRIATE.**

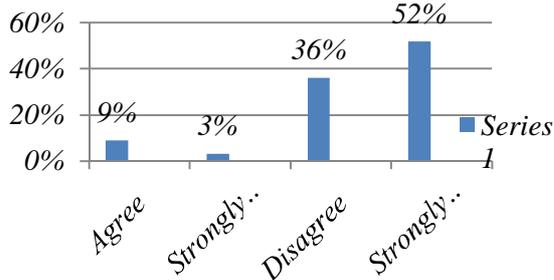


Fig. 1.3.8

88% of the respondents believe firmly that the No Detention Policy is not a good idea, because:

- ✓ It will result in high drop-out rates in std 9<sup>th</sup>.
- ✓ Even the smart students have lost interest in studying seriously, as it psychologically de-motivates.
- ✓ Some kind of incentive is important to motivate to study harder.

**1.3.9. Opinion of the Heads and Teachers of Secondary Aided Schools towards RTE's 'No Expulsion Policy':**

**THE 'NO EXPULSION POLICY' IS APPROPRIATE**

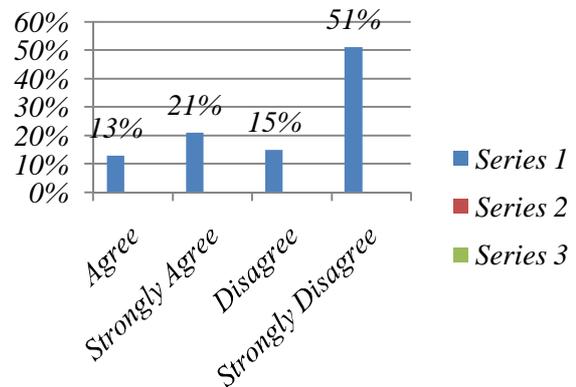


Fig. 1.3.9.

66% of the respondents believe that the 'No Expulsion Policy' is not realistic.

- ✓ It increases indiscipline and badly influences the other students.
- ✓ The authority of the management and staff is undermined.

34% of the respondents see this policy as positive one, as it will be of some help to the children. The reasons are:

- It is always good to give the indiscipline students more chances for improvement.
- Children will remain under the guidance of the teachers for a longer period.

**1.3.10. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'No Punishment Policy':**

**THE 'NO PUNISHMENT POLICY' OF THE RTE IS ABSOLUTELY APPROPRIATE**

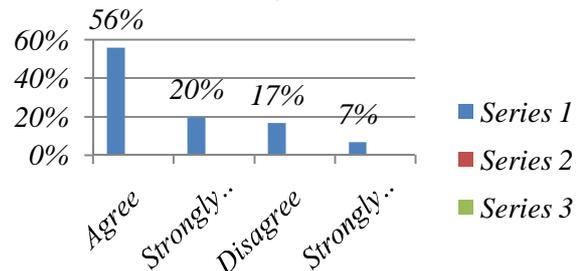


Fig. 1.3.10

76% of the respondents feel that the 'No punishment policy' of the RTE is appropriate, for the following strong opinions:

- ✓ Children should learn the value of forgiveness in an educational institute.
- ✓ It helps the children to grow in a positive environment with respect, love and compassion.

While 24% of the respondents said that punishment is relevant even today for the following strong reasons:

- Children need some incentives.
  - Spare the rod and spoil the child is a reality
- 1.4. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'Effectiveness'.

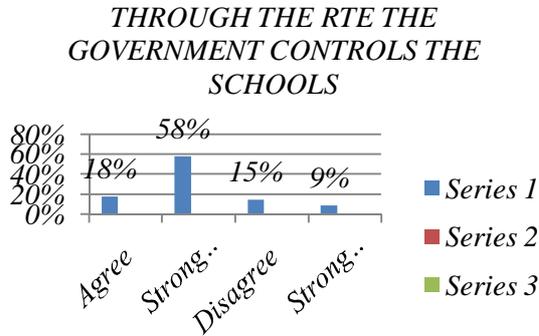


Fig. 1.4.

Nearly 76% of the respondents feel that the Government controls the schools through the RTE for the following reasons:

The Government gives the salary and maintenance grants. The education system has so much of paper works and approval which leads towards a bureaucratic system.

1.4.1. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's Effectiveness':

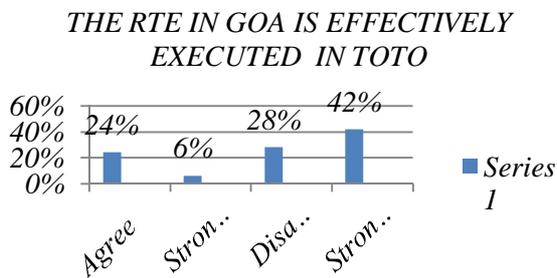


Fig. 1.4.

A large number of the respondents that is 70% say that the RTE in Goa is not effectively executed in Toto and in its true spirit.

- ✓ The entire Act is not so clear and transparent. Not much preparation and study undertaken in order to implement the RTE in Goa. It was hurriedly implemented in spite of having three years time.
- ✓ The RTE could be implemented in a phase manner for a better and effective implementation.

But 30% of the respondents said that the RTE is effectively executed in Toto in the state of Goa, for the following reasons:

- All schools are following the directives of the RTE.
- Nothing is perfect. There are a few loopholes.

1.4.2. Opinion of the Heads and the Teachers of Secondary Aided Schools towards RTE's 'Effectiveness':

**THE RTE IN ITS PRESENT FORM WILL TAKE EDUCATION IN GOA FORWARD**

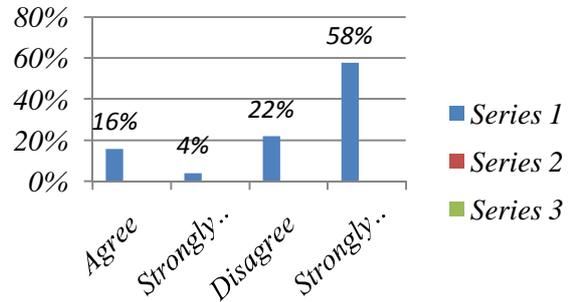


Fig.1.4.2

80% of the respondents said that if the RTE continues in the present form it will not benefit the children of Goa in a comprehensive way and will fail to take the quality of education in Goa forward. Some of the reasons were as follows:

- ✓ Not much improvement has been noticed since this RTE is executed and practiced.
- ✓ Schools are lacking funds to improve their infrastructure as well as the quality of education.
- ✓ The RTE has produced quantity but surely not quality.
- ✓ The State of Goa may produce more literate but surely not more of educated youth.
- ✓ The students automatically promoted to std IX pass with poor standards of education.
- ✓ The Heads, teachers and students have not really understood the true spirit of the RTE Act.

Only 20% said that the education in Goa can move forward with the present form of RTE implemented in Goa.

- It provides more opportunities to the children, especially to the poor and the backward.
- It will take the state of Goa to 100% literacy rate in the future.
- The stake holders coming together through the SMC is an opportunity to take education in Goa forward.

## VII. EDUCATIONAL IMPLICATIONS

The opinions of Heads and Teachers of the Secondary Aided schools in Goa were overall very positive of the RTE being implemented. The RTE is a very relevant act; it is pro-poor, based on a positive philosophical outlook and is definitely a child-oriented Act.

An earnest effort has been put in by the Government of Goa and the Directorate of Education with the assistance of the SCERT. The findings of the present study have the following implications to strengthen the implementation of RTE in the State of Goa, specifically at the Secondary School Level.

- A. Government of Goa needs to give greater attention to the following:
  - i. The age appropriate class and children admitted after 6 months needs to be monitored so that the

child is really helped to reach the level of the appropriate class level during the academic year.

- ii. The Government of Goa could continue intensive training of the Heads and the teachers in the proper and uniform implementation of the RTE in its true spirit.
- iii. The 'No Detention Policy' be restudied and some checks and systems could be put in place to make it relevant and effective.
- iv. The 'No Expulsion Policy' and the 'No Punishment Policy' need to be looked into and some procedures of handling indiscipline could be put in place.
- v. The Government could give some autonomy and substantial financial to Secondary Aided Schools to help improve all the school with less interference.
- vi. There is need to build more schools to reduce the Teacher- Students ratio to 1: 35 in the Secondary schools so that the CCE, and the age appropriate be effectively implemented.
- vii. There is need for more training to the Heads and the Teachers in implementing the all important 'Co-Scholastics' evaluation. It is this aspect that will make a difference in the discipline, all-round formation and integrated education of the child.
- viii. A constant monitoring of the schools as to the true implementation of the RTE Act should be a constant exercise.

**B. The Heads of Secondary Aided Schools need to focus on the following:**

- i. To follow diligently the quality education to students admitted through 'Age Appropriate Class'.
- ii. To monitor the Continuous and Comprehensive Evaluation in the true spirit especially the Formative evaluation and avoid the temptation of Unit Test pattern.
- iii. To pay more attention to Co-Scholastics, its training, implementation and monitoring.

**C. The Teachers of the Secondary Aided School Should Imbibe the Spirit of the RTE:**

- i. To read the RTE Act and the Goa State RTE Draft Rules thoroughly.
- ii. To creatively follow the CCE formative evaluation in its true spirit.
- iii. To train, monitor and evaluate the Co-Scholastics of the Students with dedicated responsibility.

### VIII. CONCLUSION

Children constitute the nation's valuable human resources. The future well being of the nation depends on how its children grow and develop. The great poet Milton said "Child shows the man as morning shows the day". So, it is the duty of the society to look after every child with a view to assuring full development of its personality. Unfortunately millions of children are deprived of their childhood and right to education and thereby, they are subjected to exploitation and abuse.

The Right to Education has been a blessing to the children of India. It has been nearly seven years from its inception in April 2009. In the State of Goa the Right to Education has gone a long way to increase the number of children in the school, as well as to reduce the drop-out rate.

However, the Right to Education Act has a long journey to achieve the true spirit of its implementation if the quality of education needs to see the light of day. The Government of Goa along with the Heads of Secondary Aided Schools and the teachers need to re-commit themselves to continuous training, implementation and monitoring of the RTE Act in its true spirit. A vivid awareness to implementation of the main factors of the Right to Education Act among the stakeholders is an absolute necessity.

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### AUTHOR'S PROFILE



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Currently working as a Headmaster of Pope John XXIII High School, Quepem, Goa, which is a Don Bosco Institute. He is also presently a Research Scholar of the Mangalore University. He has been in the commission for re-drafting the draft rules of RTE in Goa. He has been author of two books and a few educational articles.

He has also held the post of the President of the Goa Headmasters' Association and the Vice President of the Goa Archdiocese Board of Education. He has also been in the commission of the Sports Department to draw up the sports policy for the State of Goa. He has also worked with Street Children, Remand Homes, Prison, Open Schools, night Schools and especially in the tribal area to enhance the quality of education. He has also been a resource person on educational topics, especially on adolescent educational psychology.



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