

Reverence of local authorities in school education

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The Right to Education Act makes elementary education free and compulsory for children between 6 to 14 years of age. The local authorities under RTE Act are provided with duties to provide quality education to children of all age groups. The main objective of the paper is to know public perception of effectiveness in delivery of duties of local authorities in school education. The research method followed is descriptive research. The data is collected through a questionnaire and the sample size is 150. Convenience sampling method is adopted in the study to collect the data. The samples were collected from the general public with special reference to Chennai region. The independent variables are age and gender. The dependent variables are monitoring the admission and functioning of schools, providing better facilities to the neighborhood schools and to distribute the funds for schools. The researcher used graphs to analyze the data collected. It is observed from the analysis that the local authorities are effectively performing their duties to provide quality primary education.

Keywords: School education, literacy rate, achievement, standards, local authorities.**INTRODUCTION**

Education gives us a knowledge of the world around us and develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. So it is important to provide education to all and government has taken various steps to make education available to all. But there are various issues that prevails in providing access to education for all. Improving access to education has to address the issues that surround relationships between the communities, schools and local authorities and administration. The local authorities have been given the responsibility or duty to establish, monitor, provide infrastructure facilities and funds to the neighborhood schools as per the provision of the right to education Act 2010. The local authorities like municipality, panchayat board and corporations ensure that the children

within its jurisdiction are getting quality education without any discrimination.

The Government initiatives focuses on quality education through the RTE Act. The National Council of Educational Research and Training reveals improvement in learning achievement of the pupils. It can also seen that, Sarva Siksha Abhiyan is implemented universalizing elementary education and Rashtriya Madhyamik Siksha Abhiyan has been implemented to make the secondary education affordable, accessible and in good quality for all the groups of children without discrimination.

There are various factors that affect the access to education. The major factor affecting the study is not so effective implementation of the schemes mentioned earlier, making the schools non affordable for the economically weaker section. The

other factor is the child with disability gets no education due to the policy of education not supporting the children with disabilities.

Recently various measures such as integrated learning solutions, professional development of teachers, child friendly and child centered learning, government scheme, funding etc are introduced by government. By the implementation of the schemes of the state government, the local authorities have affected the level of school education resulting in the literacy rate as part of their duties done perfectly. Likewise, the school education in England is monitored by the local government authorities at a local level for implementing policy for public education and state funded schools.

OBJECTIVES

- To identify whether the local authorities are effective in monitoring functioning of schools, maintenance of infrastructure facilities and proper distribution of funds allocated
- To provide suggestions if any

LITERATURE REVIEW

- In the study “Quality education in Karnataka”, by Amidhi Devraj, the study shows that the south Karnataka had the low literacy levels, where the initiatives have been undertaken to improve the quality of school education.
- In the article entitled “Identification of problems of primary education”, by Bineeta and Dipti, found that the lack of physical facilities as one of the main problems of primary education.
- In the study on “Early childhood education for all: A wise investment “ by Carlman and Tarr-Whalen, it has concluded that quality early education benefits children of all social and economic groups.
- In the article “Learning achievement of slum children in Delhi”, by Sunitha Chugh and Aggarwal, highlighted that basic education

is the fundamental right, where all the children can receive good quality basic education so as to achieve the expected levels in the subjects and the grades

- In the book “Needs vs Rights: Primary Education”, by G. Nambissan, the gaps in the existing services and needs of students and teachers in the context of quality education is identified. There is also a need to provide training to the functionaries.
- In the book “Problems of education in India”, by Ram Nath Sharma, it is analyzed that the hurdles have to be crossed in order to achieve universal primary education. The author reveals that the reason for children not being in school had less to do with their families economic circumstances.
- In the book “School without wall” by Madan Mohammed Jha, the author narrated that the elementary education programme of the Government of India has been in operative 2002. The innovation observed that, about 3 million children with disabilities have been identified and 1.83 million were enrolled in schools.
- In the book of “Education in India: Problems and perspectives “ by V. V. Rao, it is observed that, in the educational system, the role of schools is instrumental in promoting secondary school education, but not in the case of primary school enrollment.
- In the book “School Education in India and developments” by D. Bhaskara Rao, the author emphasized that, a country like India is likely to remain stuck at 80–85% enrollment rates, while most of the developing countries would be heading towards 100% enrollment.
- In the book “School Education in India: State and Equality” by Manish Jain, the author points out that, there is a need to acknowledge, support and nurture alternative visions of education, which could impact on the marginalized segments of society.

METHODOLOGY

The research method followed is descriptive research. The data is collected through a questionnaire and the sample size is 150. Convenience sampling method is adopted in the study to collect the data. The samples were collected from the general public with special reference to Chennai region. The independent variables are age and gender. The dependent variables are monitoring the admission and functioning of schools, providing better facilities to the neighborhood schools and to distribute the funds for schools. The researcher used graphs to analyze the data collected.

ANALYSIS

Following figure 1 shows the how the gender and age influences the public opinion about the local authorities monitoring the admission and functioning of schools.

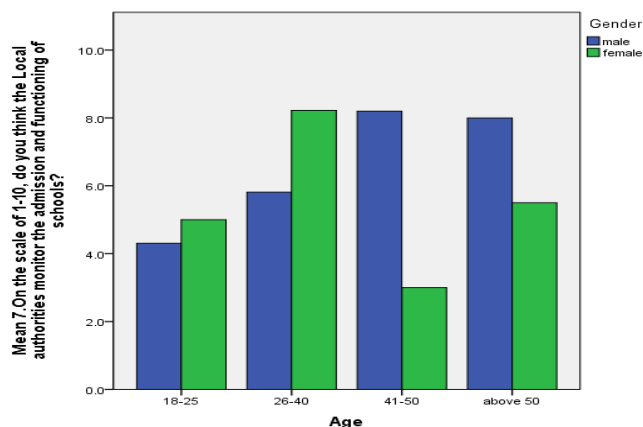


Figure: 1

Figure 2 below gives the age groups and gender group distribution with respect to the opinion about the local authorities providing infrastructure facilities to the neighborhood schools

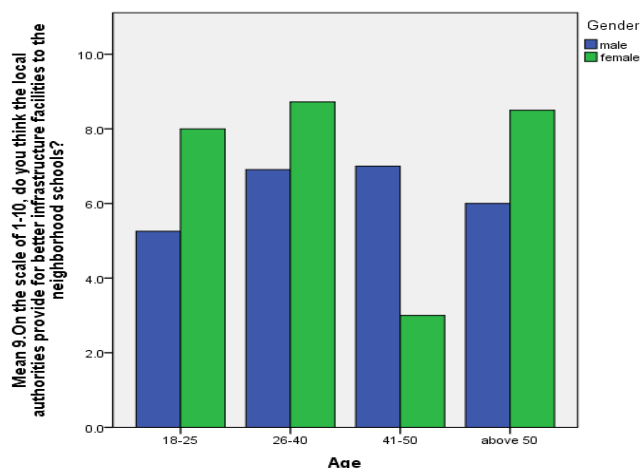
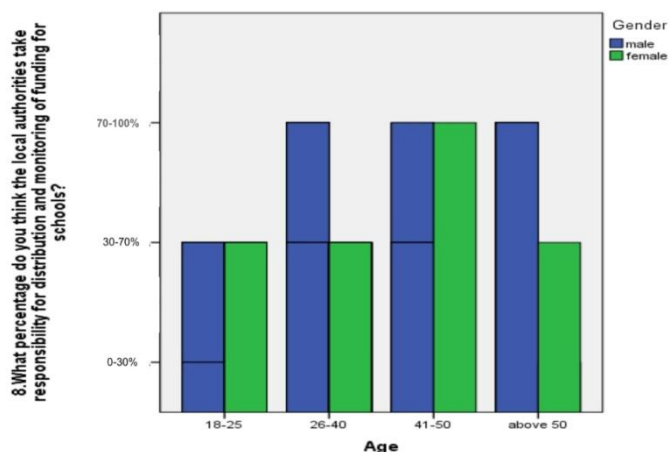


FIGURE 2:

Figure 3 gives the age groups and gender distribution with respect to the respondents opinion about the local authorities distributing and monitoring the funds for schools

FIGURE 3:



RESULTS:

- It can also be seen from Figure 1 that female respondents of age group 18-25 years and 26-40 years support the statement given than the male respondents. It can also be observed that female respondents of age group 41-50 years, on average do not support statement.
- It is observed from the graph 2 that female respondents of all age groups except of 41 to 50 years support the statement that local authorities do provide better infrastructure facilities, than male respondents.

- It is observed from the graph 3, the male and female respondents of all age groups have responded that the local authorities are distributing and monitoring the funds of schools.

DISCUSSION

From the analysis, it is commonly observed that female respondents support the statements on functioning of local authorities than the male respondents. This could be because, usually females in family will be taking care of primary education of kids and their frequent visit to schools make them more aware of the functioning of local authorities than males. On a contrast female respondents of age group 41 to 50 alone do not support the statements given and their lack of awareness could be the reason for the same.

LIMITATIONS

The major limitation of my study is the sample collection. The samples taken from the public areas in Chennai city may not be adequate enough to draw conclusion from the study.

CONCLUSION

From the analysis of the research, it is observed that the Right to education in the local level is provided by the local authorities reflecting the positive aspect. The positive aspect of providing school education increases the literacy rate in Tamil Nadu and the part played by the local authorities by implementing the schemes, norms and standards given by the State government greatly contributes to the success of the various measures taken by our government. More transparency in implementation of various schemes will greatly contribute to increasing awareness and confidence of general public on various measures taken by government.

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