

**A STUDY OF PRIMARY EDUCATION IN U.T. OF DADRA AND NAGAR  
HAVELI WITH REFERENCE TO RTE ACT - 2009**

**Research Guide**

**Dr. Chetan Chavan**

Associate Professor,  
GES's College of Education and Research  
Parel, Mumbai.  
University of Mumbai, Mumbai.

**Research Scholar**

**Mr. Bhagirath Pande**

Assistant Professor,  
SSR College Of Education, Sayli, Silvassa.  
U.T. of Dadra and Nagar Haveli. 396230.  
Savitribai Phule Pune University, Pune.

**Abstract:**

*Present study is focused on the status and actual condition of primary education in U.T. of Dadra and Nagar Haveli Primary school this study taken on the basis of RTE Act-2009 and its implementation in the study tried to cover some aspects and criteria mentioned in RTE Act-2009 for primary education in U.T. of Dadra and Nagar Haveli Primary school .Study focused on quantitative point of view regarding primary education in U.T. of Dadra and Nagar Haveli Primary school availability of facilities, infrastructures, human resources and administrative studied in this research work. it is also tried to find out pupil teacher ration and facilities for the diversified learners primary education of U. T. of Dadra and Nagar Haveli Primary school.*



Global Online Electronic International Interdisciplinary Research Journal's licensed Based on a work at <http://www.goeirj.com>

**Introduction:**

All children have the right to the education regardless of their disability, gender, race, and nationality. To achieve universalization of education inclusive education is one of the most innovative approaches to educating the children with disability and learning difficulties with normal children under the same roof. It brings all students together in one classroom and community, regardless their weaknesses or strengths in any are, and seeks to maximize the potential of all students.

The Right to Education Act 2009 is a historic and welcomed step in our society. This Act ensures the good future of elementary education. RTE has come into force from 1 April 2010 but its implementation in school is still questionable. Inclusive Education is an important part of RTE Act. it covers children from migrated population, tribal groups, children from labor class, children with various types of disabilities such as physical, learning, social, economical, cultural etc. and also the children who are coming in school for the first time and are being enrolled in age appropriates

classrooms. The study aimed at actual status of RTE-2009 concept and attitude's, problems of actual implementation of Inclusive education program in U.T. of Dadra and Nagar Haveli Primary school,

#### **Review of related Research and Literature:**

##### **Sudha K. ( 2008)**

In the book titled Dadra Nagar Haveli Mukti-sangram explained the historical background of the region and also focuses on the Portugal age and freedom fighting movement of Dadra Nagar and Haveli in brief. She very clearly described the battle between the freedom fighter and Portuguese government. judgment of International Court, Heg and submission in Indian Union state Authoress also throws lights on the geographical boundaries and lifestyle of the peoples of Dadra Nagar and Havel.

##### **Khakal D. Salve R. (2015)**

In the book school and inclusive school authors very thoroughly studied the concept of Schools and inclusive school in details. This book covered the various types of schools, their characteristics, their need and importance briefly. It is also taken in consideration in this book that the concept, characteristics, need and importance of an inclusive education. The brief review of Inclusive education development with reference to National and International level Acts, committees, conferences, resolutions, programs and policies also discussed in detail in this book. The types of disabilities, their characteristics, signs, causes, types, and instructional strategies for each one also mentioned in this book with suitable examples. Need and importance of social economical and cultural inclusion, the process of creating inclusive culture, benefits of developing inclusive culture also studied in this book with examples. To overcoming these issues and challenges of implementing inclusive education in India, the various recommendations, instructional strategies, and infrastructural and administrative suggestions also given in this book.

##### **Shetkar N. (2017)**

Studied the topic of Evaluation of primary education in Marathwada region as A case study, in which he try to find out that the expenditure on primary education during 2000-2010, study of implementation of primary education scheme like free book, attendance allowance, mid-day meal scheme etc. in marathwada region, and also study about the availabilities of physical educational facilities in primary schools in marathwada region. He studied 3 districts among the 11 districts of marathwada region for his study in which he collect sample from 3 districts, 9 tahsil's, 45 primary schools 45 headmasters and 450 students by random selection of sampling techniques, by data collection tools of questionnaires, interview scale, observations visiting schools time to time and also by analysis of government records and documents.

In his findings he mentioned that there was no proper and sufficient fund utilized in the same region on primary education, he also state the observations that there are many lacks in the

implementation of primary education schemes like mid-day meal, attendance allowance, and other popular as well as useful schemes for primary education.

In this research the topic studied about the evaluation of primary education in the particular region, it helps to understand the process of primary school evaluation, various schemes for primary education, population, sample selection, methodology, and level of study are similar but region, inclusive education, RTE-2009 are the different concept for the study of present researcher selected.

**Babla K. (2017)**

According the study of inclusive education at elementary school stage in Arunachal Pradesh. with the objectives of studying accessibility of physical facilities for SWSN, social and quality access, academic achievement, study of educational qualification, sex condition with awareness about inclusive education, study of attitude of teachers and parents towards inclusive education, and study the problems of inclusive education. population of the study was SWSN children's, teachers and parents of Arunachal Pradesh. Sample collected with purposive method from the 4 districts of Arunachal Pradesh in which 119 schools, 600 teachers, 422 CWSN, 600 parents, 392 CWGN and academic score of CWSN and CWGN were included. Questionnaire for CWSN teachers, parents and Students, attitude scale for parents & teachers were used as a tools for data collection. it is observed in findings that CWSN facing various problems, tribal and non-tribal does not having any difference in their problem, educated parents attitude was different toward inclusive education than uneducated parents, there is difference between teachers and parents attitude, physical access was good and improving, sex does not affect educational awareness but level of education affects inclusive education awareness, settlement does not affect inclusive education awareness, urban and rural location teacher parents shows differences in inclusive education attitude.

Above study focuses on only inclusive education of Arunachal Pradesh and studied the infrastructural facilities available in the Arunachal Pradesh for the same. study focused on the CWGN, CWSN and their academic achievements. It is differ for the present study in the sense of region, objective and the type of children's & schools selected for the study. In present study implementation part and RTE- 2009 are the significant difference with also regional and periodical aspects.

**Mitiku, Alemu, & Mengsitu (2014) C**

Conducted a study to assess the challenges and opportunities to implement inclusive education in selected primary schools of North Gondar Zone. Their findings roughly show that even though there were some opportunities that support inclusive education it cannot be taken as a guaranty due to lack of awareness, commitment, and collaboration. They also found that there were real challenges that hinder the full implementation of inclusive education. Their findings also reveals that the challenges outweigh the opportunity on the full implementation of inclusive education and there should be strong collaboration among stakeholders, NGOs, and the concerned



bodies in order to realize the journey towards inclusive education.

**Statement of Problem:**

A study of primary school education in U.T. of Dadra and Nagar Haveli with reference to RTE Act -2009.

**Objectives:**

1. To study status of primary education in U.T. of Dadra and Nagar Haveli.
2. To find out the administrative structure for primary education in U.T. of Dadra and Nagar Haveli.
3. To find out the infrastructural and human resources facilities for primary education in U.T. of Dadra and Nagar Haveli.
4. To study comparative status of primary education in rural and urban area of U.T. of Dadra and Nagar Haveli.
5. To check relevancies' of the present status of primary education in U.T. of Dadra and Nagar Haveli with provisions expected in RTE Act 2009.

**Methodology:**

Descriptive research methodology was adopted for the present research study.

**Tools:**

Questionnaires for Teachers, Interview scale for Head Masters, Observation scale for school observations, Rating scale and check list for checking available facilities are the tools used for the data collection of the research.

**Population:**

All the government and private primary schools and Primary educational institutes and stake holder in Dadra and Nagar Haveli is population for this study.

**Sample:**

All the Primary schools of all medium conducted in U.T. of Dadra and Nagar Haveli and Head Masters, Teachers and students are the Sampling for this study selected by purposive sampling method. In this way 16 Primary schools of various medium conducted by of Silvassa Municipal Corporation and 60 Schools of various medium conducted by Jilla Panchayat U.T. of Dadra and Nagar Haveli are the sample for this study. 1 special school conducted by Red Cross Society, Silvassa is the sample for the study. By the stratified and purposive sample method sampling are selected for the study.

**Scope:**

1. The findings of this research will be helpful at all level of education in Dadra and Nagar

Haveli.

2. This study also covers the other aspects of education in Dadra and Nagar Haveli.
3. This also helpful for study of other places, city and state education and its status.
4. This study will be helpful for understanding implementation of Inclusive education in other cities & states.

**Limitations:**

1. This study is limited to the primary education of U.T. of Dadra and Nagar Haveli only.
2. This study is limited to only Government primary school and primary education.
3. This study is for the academic year 2022-2023, So, the findings will be limited with the information related to A.Y.2022-23 only.
4. This study will only limited with the primary education and application of provisions mentioned in RTE Act-2009.

**Findings:**

**Objective 1. To study status of primary education in U.T. of Dadra and Nagar Haveli.**

Sr. No.	No. of Schools	No. of Students Admitted	Girls	Boys
SMC Primary School	16	13169	6388	6758
Jilla Panchayat Primary School	278	48913	24097	24847
Special School	1	347	135	212

**Table No. 1. Status of Primary Education in U.T. of Dadra and Nagar Haveli.**

As per the mentioned in above table no. 1, it is observed that 16 primary school conducted by Silvassa municipal corporation in Urban area and 278 primary school conducted by Jilla Panchayat Dadra and Nagar Haveli total no. of 294 government primary schools and 1 special school conducted by Red Cross Society available for the primary education conducted by local and state government for primary education in U.T. of Dadra and Nagar Haveli. in these all school total 50479 students admitted for the completing their primary education.

**Objective 2. To find out the administrative structure for primary education in U.T. of Dadra and Nagar Haveli.**

As displayed in following chart there is a proper administrative structure with effective systematic hierarchy formed in U.T. of Dadra and Nagar Haveli. There is Secretary of Education who is taking care of all types of education in U.T. of Dadra and Nagar Haveli.

Director of Education looking after the Secondary and Higher education as per the direction of Secretary of education. District Education officer at various level working for implementation of

educational policies and planning. CCRC i.e. (Cluster Resource Center Coordinator) performing responsibility of bridge between administration and ground level school administrations. Head Masters and Teachers are the actual implementer of primary education in U.T. of Dadra and Nagar Haveli.

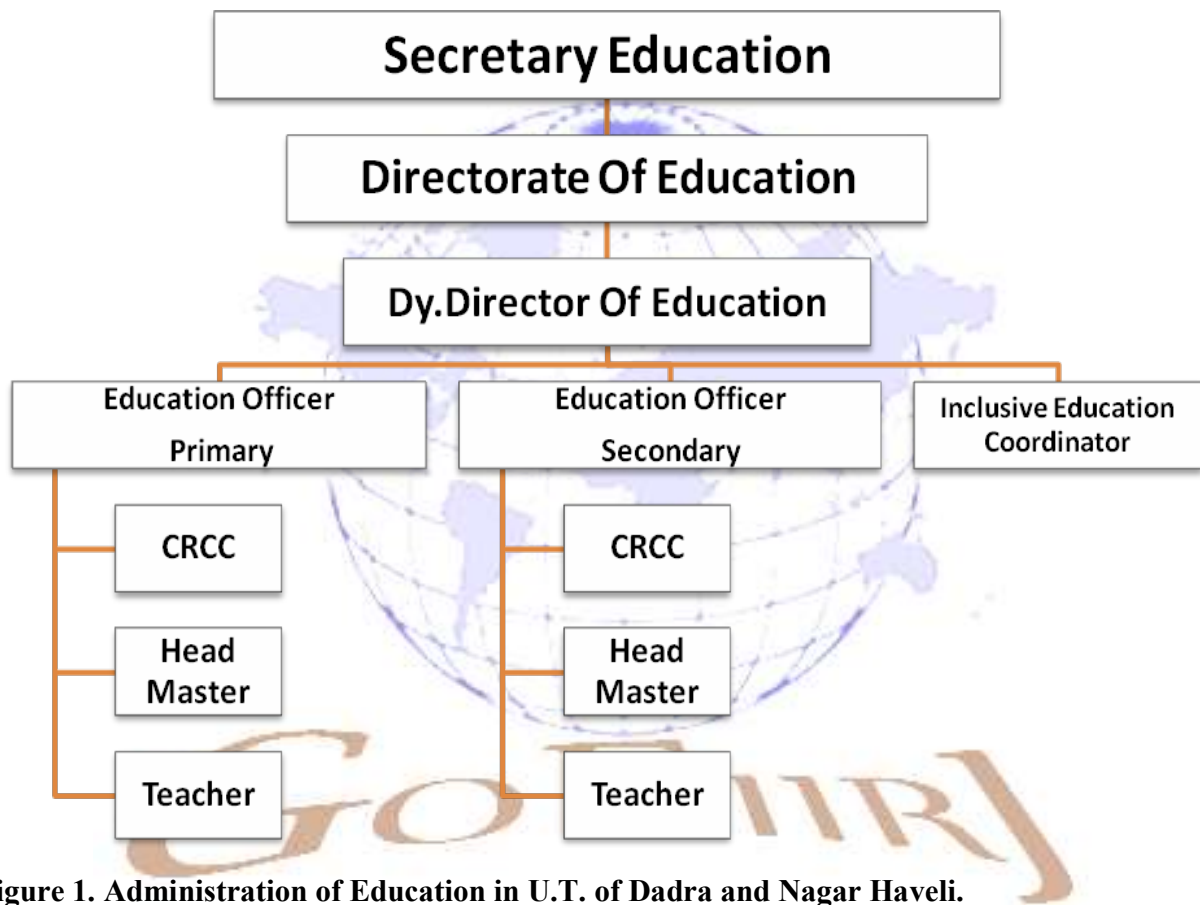


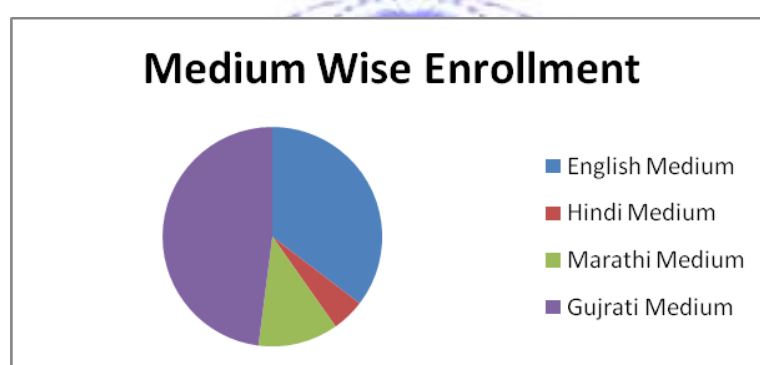
Figure 1. Administration of Education in U.T. of Dadra and Nagar Haveli.

Objective 3. To find out the infrastructural and human resources facilities for primary education in U.T. of Dadra and Nagar Haveli.

Sr. No.	Medium of School	SMC	Jilla Panchayat	No. of Schools	Total Teachers
1	Gujrati	11	190	201	1701
2	English	1	69	70	
3	Marathi	3	15	18	
4	Hindi	1	04	05	
Total		16	278	294	1701

**Table 2. Medium wise availability of schools in U.T. of Dadra and Nagar Haveli.****Medium Wise enrollment of students**

As we can observe in following **graph-1** it is showing that the opportunity for studying various medium or language is provided in schools of U.T. of Dadra and Nagar Haveli. We are able to understand maximum number of students 29772 admitted in Gujrati medium schools, after that total 21967 student admitted in English medium schools. On the third position 7333 student admitted in Marathi medium while at fourth number last 3010 student admitted in Hindi medium school.

**Graph 1. Medium wise student enrollment in U.T. of Dadra and Nagar Haveli.**

**Objective 4. To study comparative status of primary education in rural and urban area of U.T. of Dadra and Nagar Haveli.**

Particulars	Urban Area	Rural	Special
No. of Schools	16	27816	1
Girl Student	6388	24097	135
Boys student	6758	24847	252
Total No. of students	13169	48913	347
No. of Teachers	201	1500	10
Student Teacher Ratio.	1: 65.51	1:32.60	1:34.7

**Table 3. Area wise No. of schools, student and teachers and Student teacher Ratio in U.T. of Dadra and Nagar Haveli.**

As per the observe in above table there is a availability of all types medium / language primary schools in U.T. of Dadra and Nagar Haveli.

Urban area total 16 schools of various medium with 201 qualified teachers appointed for total 13169 student enrolled in all medium school.

On the other hand in rural area total no. of 278 primary schools of various medium with total



1500 qualified teachers for 48913 students enrolled in all medium school.

It is observed that teacher student ratio as per the enrolled student in primary school and available teachers are as 1:65.51 in SMC school, 1:32.60 in Jilla Panchayat school, and 1:34.7 in special school mentioned in the table.

**Objective 5. To check relevancies' of the present status of primary education in U.T. of Dadra and Nagar Haveli with provisions expected in RTE Act 2009.**

Norms and standards for a school as per sections 19 and 25 of RTE-2009

**Right of child to free and compulsory education:**

Right to free and compulsory education for age between 6-14 yr strictly followed in U.T. of Dadra and Nagar Haveli

**No denial of admission:**

No admission on any based is applied for all schools in U.T. of Dadra and Nagar Haveli  
Primary school

**Norms and standards for school:**

As per the norms and standards for schools in RTE Act 2009 ,all schools in primary school structure and conducted properly in U.T. of Dadra and Nagar Haveli.

**School Management Committee:**

School Management Committees was established 100% schools with proper norms of committee members and number of participants as per the Act 2009

**School Development Plan**

Qualifications for appointment and terms and conditions of service of teachers: As per the rules and regulations for teacher appointment with aspects of qualification, reservation and competencies is strictly followed by the recruiter.

**Pupil-Teacher Ratio:**

As per the norms and standards of sections 19 and 25 of RTE-2009 Pupil-Teacher Ratio should not be more exceed than 1:40 in schools more than 200 students enrolled. As per this study it is observed that there is a proper Ratio of Pupil-Teacher in Rural area school i.e.1:33 (1:32.60), and in special school 1:34 (1:34.7). This Ratio is very improper in SMC school is 1:66 (1:65.51) which is far above of norms and standards mentioned in RTE Act2009. But if we try to calculate overall Pupil-Teacher Ratio of all government schools in U.T. of Dadra and Nagar Haveli is 1:30 (1:29.67) (for Total 50479 Students and 1701 Teachers)which as per the norms and standards mentioned in RTE Act-2009.

**Discussion:**

In this way we observed that the present status of primary education in .We also able to



understand the facilities for primary education in U.T. of Dadra and Nagar Haveli. The availability of Infrastructural facilities and human resources also come to understand by this study. Establishment of SMC, Provision of various medium schools, no denial of admission on any base, equal weight age to girl education, pupil teacher ratio and the comparative study of rural urban primary education development also discussed in the present study of U.T. of Dadra and Nagar Haveli.

**Recommendations:**

1. Research study should be carried out for the qualitative aspects of primary education.
2. There is a scope for the study of secondary and higher secondary education in U.T. of Dadra and Nagar Haveli.
3. Study must need to do for the comparison between U.T. of Dadra and Nagar Haveli and other state/Part of India.
4. Study of private primary school education need to be done with government school education in U.T. of Dadra and Nagar Haveli.
5. There should be systematic study related to all levels education in U. T. Of Dadra and Nagar Haveli need to do.

**Conclusion:**

In this way the study of Primary school education in Dadra and Nagar Haveli with reference to RTE Act 2009 carried out systematic way and scientific descriptive survey method. Most of the main aspects implemented properly and systematically in primary school education of U.T. of Dadra and Nagar Haveli.

**References:**

- Khakal D. & Salve R. (2015) *School and Inclusive School*, Shri Prakashan, Pune.
- Sudha K. (20080) *Dadra Nagar Haveli Mukti-sangram Bhartiya Itihaas Sankalan Samiti* Mumbai
- Babla k.(2017) *Inclusive education at elementary school stage in Arunachal Pradesh*, Rajeev Gandhi University
- Shetkar N. (2017) *Evaluation of primary education in Marathwada region-A case study*
- Mitiku, W., Alemu, Y. & Mengsitu, S. (2014). Challenges and opportunities to implement inclusive education. *Asian Journal of Humanities, Art and Literature*, 1(2), 118-136.
- <https://repository.nie.edu.sg/bitstream/10497/17202/1/APJE-35-1-85.pdf>
- [www.education.gov.in](http://www.education.gov.in)