

**PROVISIONS AND AWARENESS OF RTE ACT- 2009**

**Dr. NAGARAJA S. TALAWAR**  
**Assistant Professor**  
University College of Education  
Karnatak University, Dharwad

**ABSTRACT**

*Education is both a human right in itself and an indispensable means of realizing other human rights. The right to education is a fundamental human right. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability, is entitled to a free elementary education. Hence the present study has attempted to find out awareness of right to education among prospective teachers. A sample of 120 prospective teachers (60 Rural + 60 Urban) from Rohtak, Haryanawere given a questionnaire on Awareness of Right to Education. Analysis of the data revealed that the urban and rural prospective teachers ratio is high, there is necessity to develop the awareness towards RTE, which in turn helps them to develop the same among their students. . They should be sublimated through constructive activities. New techniques and methodology helps in work as well as create a conducive environment which should be the base of the urban and rural prospective teachers.*

**INTRODUCTION**

“In ancient shadows and twilights where childhood had strayed, the world’s great sorrows were born and its heroes were made. In the lost boyhood of Christ was betrayed.” Both at national and International levels efforts are being made to educate more and more people as education contributes in the development of the society which is consistent with the dignity of the human being.

International cooperation related to what is now called ‘the right to education’ has a more limited history. A private organization, the International Bureau of Education, was established in Geneva in 1924 and was transformed into an inter-governmental organization in 1929 as an international coordinating centre for institutions concerned with education. A much broader approach was chosen, however with the establishment of UNESCO in 1945. United Nations, on 10<sup>th</sup> December, 1948 adopted Universal Declaration of Human Rights. The preamble to the UDHR stated that every individual and organ of the society, shall strive by teaching and education to promote respect for these rights and freedoms. In accordance with the preamble of UDHR, education should aim at promoting human rights by imparting knowledge and skills among the people of the nation states.

The constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of 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.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing

The RTE Act provides for the :

- Right of children to free compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of free of charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating intern alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e., teachers with the requisite entry and academic qualifications.
- It prohibits ;
  - (a) physical punishment and mental harassment;
  - (b) screening procedures for admission of children;
  - (c) capitation fee;
  - (d) private tuition by teaches and
  - (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the



child free of fear, trauma and anxiety through a system of child friendly and child centred leaning.

### **Initiatives at Different Stages of Education**

#### **Elementary Education**

- The Scheme for providing Quality Education in Madrassas (SPQEM)
- Education Guarantee Scheme (EGS)/ Alternative & Innovative Education (AIE)
- Education for Women's Equality
- Kastumba Gandhi Balika Vidyalaya (KGBV)

#### **Sarva Shiksha Abhiyan**

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

#### **Mid-Day Meal Scheme**

Aiming at enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the Mid-Day Meal (MDM) is the world's largest school feeding programme, reaching out to about 12 crore children in over 9.50 lakh schools/EGD centres across the country.

#### **Scheme under this are**

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Girls Hostel Scheme
- Model School Scheme
- Information and Communication Technology in Schools.
- National Means –cum-Merit Scholarship
- Adolescence Education Programme

### **CONCLUSION**

The primary role of education is to empower the child through a Liberalize process. In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education. Purpose of the study is to find out the comparison between urban and rural prospective teachers of Rohtak, Haryana. In accordance with the analysis done and interpretations made of the data the following conclusion is made by keeping in view the purpose stated above that the urban and rural prospective teachers is high, there is necessity to develop the awareness towards RTE, which in turn helps them to develop the same among their students. They should be sublimated through constructive activities. New techniques and methodology helps in work as well as create a conducive environment which should be the base of the urban and rural prospective teachers.

According to the data, it can be concluding that there is no significant difference between urban and rural prospective teachers. There is no significant difference in the mean score of urban prospective teachers in comparison to their gender. There is no significant difference in the mean score of rural prospective teachers in comparison to their gender. Now these days RTE should be made a compulsory at all levels of education and adequate place should be awarded to it, in the curriculum. Every educational institution should also provide



---

sufficient hours in their college calendar, seminar, debates etc. should be arranged to provide a common platform to foster awareness and consciousness towards RTE. RTE should need to be applicable to the fullest extent in all areas to meet the complete education target for betterment of the country.

#### References

Alston, Philip & Robinson, Mary. 2009. Human Rights and Development: Towards Mutual Reinforcement, Oxford University Press. Updated: July 3, 2013 11:27 IST.

Asha KUD Kamath et al (2010) Orientation of State Education Functionaries on RTE Act 2009; RTE, Mysore NCERT.

Premlakshmi (2011), Right to Education and Common School System-Perception among Teachers, EDUSEARCH, Vol. 2, No. 2, Oct. 2011, PP. 106-111

Patra Swati (2011), Awareness of school teachers about the Right to Education (RTE), Journal of community Guidance & Research, Vol. 28, No. 2, July 2011, PP. 269-279