



## IMPLEMENTATION OF RIGHT TO EDUCATION: CHALLENGES BEFORE THE NATION

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All of us are well familiar that Right to Education is a basic Human Right. RTE is included in the right to life published in the Article – 21 of Indian Constitution. It is the step taken to provide a right to an individual or human being to live with dignity. The education is the basic mean which brings forth the dignity of human by developing personality. The unique way to bring this change is nothing but education.

The Right of Children to free and compulsory Education. Act 2009 was passed by Indian Parliament in August 2009 & it was came for implementation from April 2010. This act gives a big promise to ensure Education to all Children between the ages 6 to 14 years. According to Kothari Commission "The destiny of India is being shaped in its classroom". The RTE strengthens purpose of this statement.

We know that we plan things in very good manner but we Indians don't think seriously about implementation. We should always think about minute things and focus on the challenges and difficulties before the nation, while implementing the RTE act.

Education is the important mean for shaping up the personalities. It is having major role to make any child active, physically & mentally strong and a best citizen of India. Education is a continuous and constant process of development of individual powers of man which are natural, harmonious & progressive (Pestalozzi)

We know that there are various levels such as Pre-Primary, Primary, Secondary, Higher Secondary & Higher Education (University Level). According to this the RTE has a scope for Primary & Secondary Education.

India is the most populous country after China. The major population is having below age of 35(70%). As Article 26 of the Universal declaration of Human Rights provides every one the right to free education. (Elementary & Secondary Stages) & Education shall be directed to overall development of the individual's personality, giving respect to HR & Fundamental Freedoms to every human being. The article 26 also gives prior right to parents to choose the type of education to their own children.

Following are some challenges while implementing the RTE faced by our country.

### 1) **Low Rate of Increase in Literacy**

By taking into consideration the above background we will come to focus one major point that is the population of India. So first challenge is about the literacy of such a huge population.

As more than 72 % of the population is living in more than 6, 00,000 villages, the rate of literacy is not in proportion. According to census (2011) the literacy rate is increased by 9.21 %. The data indicate that the literacy rate (9.21%) in 10 years not

sufficient. There is mismatch between the growth of population & growth in educational facilities. So to provide the education facility to all population (World No. 2) in India is a big challenge before the Nation. As India are having largest no of illiterates in the world.

## **2) Co-ordination Between the State Governments & Central Governments**

To overcome the illiteracy which is a main hurdle in the development of India. The state governments & central governments should go hand in hand. In India education comes under the control of central or union governments & state governments with some autonomy. Before constitutional amendment 1976 the education was exclusive responsibility of states. So the substantive, financial & administrative implication requires sharing of responsibilities between union government & the states. These things will obviously affect while implementation of RTE.

## **3) Definition of Child**

According to RTE every child of the age of 6 to 14 years is having right to free & compulsory education in neighborhood school till completion of elementary education.

But there is lack of clarity in the basic understanding of who is child. The UNCRC (United Nations Conventions on Rights of the Children) defines any individual below the age of 18 years is a child. On the Contrary Juvenile Justice Act in India considers persona below 14 years of age to be children. So RTE Act 2009 has narrowed the definition to the individuals between 6 to 14 years. The act expresses interest in taking necessary steps in providing free preschool education for children above 3 years of age; leaving out this important part of the child population from the definition is the cause worry. So RTE fail to cover all children (i.e. below 6 years & 14-18 years). It does not provide definite timelines for necessary provisions.

## **4) Shortage of Qualified & Trained Teachers**

According to TRE the pupil - teacher ratio is 30:1. To cope up with this ratio / more than 5 lack teachers are required. Besides this approximately 5.48 lack teachers at primary level and 2.25 lack teachers at upper primary level are untrained. So their training is the major issue for various states in India.

## **5) Teacher Training for Teaching Eligibility**

The trained teachers for secondary classes are considered to teach the classes VI, VII & VIII. But the D.Ed/D.T.Ed teachers (the teachers trained for elementary

classes) are only eligible to teach the classes I to V. But the age group 6 to 14 studying in I to VII. So there is ambiguity in teacher's qualification wise training.

#### **6) Problem of Change in Living Standards for Financially Poor Students**

According to RTE the children between 6 to 14 years will get free & compulsory education. They get compulsory admission, attendance & elementary education. They can get free and compulsory education in private schools also (25 % reservation). But there will be the problem of living standard, treatment by the teachers & other peers to those children's Emotional difficulties, expenses of uniform & other requirements will stand before the parents, so this is a big challenge for the students and their parents to cope up with this situation.

#### **7) Challenge about evaluation System**

As per RTE the students are passed in every standard till 8th without exams, so there is no provision of proper improvement. In fact RTE does not gives guarantee of knowledge hence there is wastage of formative school life. The pupils will neither able to develop skills nor to obtain knowledge.

#### **8) Infrastructural Challenges**

In RTE Act clause 19 demands proper infrastructure, salaries, facilities of separate washrooms, ramps, pure drinking water, teachers etc. etc. But if we concentrate on present scenario, it is challenging to update infrastructure, extra recruitment of teachers, etc.

#### **9) Definition of School & Common School System**

RTE Act in section 2 defines school as any recognized school imparting elementary education & includes school established, owned & controlled by appropriate government & also school receiving aid or grants from appropriate government or local authority. Kendriya & Navodaya Vidyalaya & sainik Schools are classified into specified category in relation to schools or any other school having distinct character. The RTE Act specifies a number of schools & does not uphold the concept of common school system allowing compulsory & uniform education of good quality to all.

#### **10) Bringing Child Laborers into Main Educational Stream**

The no of child laborers in our country is more than 12 millions. RTE Act has does not made special provision to bring back in stream of education, as this act is



also applicable to these children. It seems that they are out of range while implementing the RTE Act.

## CONCLUSION

Though the act retains above lacuna it has been implemented successfully everywhere. The urgent need is of prompt implementation of the provisions of the act. They should pay attention towards infrastructure, recruitment of eligible teachers, training of teachers, positive attitude towards the poor children admitted in the private schools through 25 % reservation, evaluation system etc. The state government, central government, government added & private institutions and NGO's should work harmoniously for better implementation of the act. Then an only then the nation will get success in the dream of Dr. A.P.J. Abdul Kalam (vision 2020).

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