

**FEATURES AND IMPLEMENTATION OF RTE ACT-2009****Dr. Suresh S. Sammasagi**Assistant Professor
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The awareness of teachers towards right to education act needs significant teachers for proper implementation. The teachers of primary school should be free from additional duties. It is found that the teachers of primary schools are involved in many other duties other than teaching for instance the maintenance of building, to supervise the construction work and supply of the material, to check the preparation of mid day meal and to send the correspondences etc.

The fulfillment of the right to education is an ongoing process and that requires governments, communities and individuals to work together to recognize and overcome obstacles. It is expected that if the teachers are fully aware, they will be able to guide their learners for their bright future. Therefore, it is suggested that the teachers should be involved into their basic duties of imparting education.

INTRODUCTION

Understand of elementary education is cent percent enrolment of all children in the age group of 6-14 ensuring 90 percent attendance and achievement of minimum levels of learning by 80 percent of the children. Opening new schools within one Km walkable distance appointment of additional teachers. Construction of classroom and providing special incentives like text books uniforms and mid day-meals have been adopted to improve attendance attainment and retention of the children at school. The State's objectives are to ensure that ; every child attended school; every child attains effectively , the minimum level of learning, every teachers is in school and the community is actively involved in the school. So that the primary education becomes a grass root movement.

The future panorama of every country lies in the hands of children and illiteracy is one of the major impediments for them. Universal schooling accompanied by quality, equity and accessibility can be a single big move towards attaining future prosperity of every nation. Education should be provided in such a manner that ensures children can benefit from it."The right of children to free and compulsory education Act, 2009" which is popularly known as RIGHT TO EDUCATION (RTE) ACT, 2009 has been inserted by the 86th Amendment in December 2002 in the Constitution through which an Article 21 (A) was inserted (after Article 21) in the st April, 2010. The Right to Education is recognized as a Human Right by United Nations and is understood to establish an entitlement to free and compulsory education for all children. The right to education is universal, absolute and enshrined in international law through several conventions. Everyone has the right to education.

Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (Article 26 of the 1948 Universal Declaration of Human Rights). Post-independence, Article 45 of the newly framed Constitution stated that "the State shall endeavor to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years". But nothing much happened towards universalisation of elementary education.

National Policy on Education, 1968 was the first official document which attested Indian Government's commitment towards elementary education. This was further emphasized in the National Policy on Education, 1986. In the review of the policy in 1990, it was recommended to include Right to Education as a fundamental right in the constitution, on the basis of which National policy on Education 1992 was formulated. According to Juneja and Nalini (2008) the aim of compulsory education is to protect children's right to education because children have no way of asserting that right for themselves when through neglect or ignorance, no attention is paid to this need.

THE MAIN FEATURES OF RIGHT TO EDUCATION ACT-2009

- Free and compulsory education to all children of India in 6 to 14group.
- No child shall be held back, expelled or required to pass a board examination until completion of elementary education.
- A child who completes elementary education (up to form class VIII) shall be awarded a certificate.
- Calls for a fixed student– teacher ratio.
- Will apply to all of India except Jammu and Kashmir.
- Provides for 25% reservation for economically disadvantaged communities in admission to class I in all private schools.
- Make Elementary Education Compulsory for the State to provide.
- Mandates education of children along their peer age group (age-appropriates) provides for special training to facilitate age appropriate education.
- Sets quality norms for all schools
- Sets qualification and working norms for teaches in all schools.
- Mandates curriculum in all schools to be in consonance with constitutional values.
- Mandates a system of evaluation that is free of the oppression of annual exams.
- Enhances role of PRIS in implementation as well as grievance redressed
- Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community.
- Protects children from labor, marriage exploitation, discrimination, abuse, violence and neglect.
- Separates agency for implementation of Act. (Education Department) from agency changed with monitoring the implementation of the Act (NCPCR).

IMPLEMENTATION OF RTE ACT.

If the Right to Education Act is implemented properly in all schools, students from the marginalized sections will be greatly benefited. Another important fact is financial support for education. The students could achieve this feat only because of the scholarship scheme;

“The Government should make sure that grants are disbursed on time and deserving students should not have to wait,” said that there are no such programmes under government schemes; each school conducts special programmes. “We offer carrier counseling guidance for successful Plus Two students at district level and it is open to all students.”

There are a number of scholarship schemes for the underprivileged. For example, among the Adi Dravidar, Tribal and Adi Dravidar Christian concerts, students who secure the



highest marks in the public examinations are awarded prize money both at the state and district levels. They are also eligible for grants to pursue higher studies. These schemes need to be popularized among students and parents drawn from socially disadvantaged sections of society, said District Officer, Adi Dravidar and Tribal Welfare Department, Madurai.

The Act has been put in to implementation with effect from 01.04.2010 and in order to find out the level of awareness among the people after more than two years of it being in operation. An attempt has been made through this research paper to find out the ground realities close to national capital.

It was hoped that the study will prove to be helpful in protecting the fundamental RTE Act of children because if people are not aware of their Right to get Education. It is not possible for the Government to provide education to each and every child. The results of the study will be useful for the Government and other agencies concerned with the implementation of Right to Education Act in designing programmes, organizing campaigns, collaborating with NGOs in creating awareness of RTE Act among all those who do not know about this Act. This is the need of the hour because declaring rights is not enough until they are not protected and at times enforced.

CONCLUSION

Education is the key which allows people to lift up in the world, hunt for better employment and ultimately succeed in their lives. So education is very significant and none should be deprived of it. No doubt the importance of primary education has been neglected in our country since independence either knowingly or unknowingly. However, Government of India introduced Right to Education act to improve primary and upper primary education by bringing legislation. But one of the major challenges about this act is lack of awareness among the teachers. The awareness of teachers towards right to education act needs significant teachers for proper implementation. The teachers of primary school should be free from additional duties. It is found that the teachers of primary schools are involved in many other duties other than teaching for instance the maintenance of building, to supervise the construction work and supply of the material, to check the preparation of mid day meal and to send the correspondences etc.

The fulfillment of the right to education is an ongoing process and that requires governments, communities and individuals to work together to recognize and overcome obstacles. It is expected that if the teachers are fully aware, they will be able to guide their learners for their bright future. Therefore, it is suggested that the teachers should be involved into their basic duties of imparting education.

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