



IMPLEMENTATION OF THE RIGHT TO EDUCATION ACT – CHALLENGES BEFORE NATION

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ABSTRACT

Everyone has the right to education. Education has to be free at the stage of elementary level and fundamental stage. This U.N recommendation's has been provided in the provision of right of children to free and compulsory education Act (2009). This started implementing in 1st April 2010 including the law for the first time the right of six to fourteen aged children to free and compulsory education related to caste, class, gender etc. Though R.T.E Act gives some specific responsibilities related to education to states. It would be appropriate to examine the status and awareness including school and school authority provide free and compulsory education to all six to fourteen aged group of children. Present study has tried to explain the status of implementation of R.T.E Act but it is found the progress has been in the form of infrastructure only, not in the students' quality learning. There are some challenges before Nation which are researcher trying to explore. Having basic, fundamental education has the right of children because the children are going to take responsibilities in making the nation strong in all the ways and that is why government has made free and compulsory education for six to fourteen age groups. It is not an easy task to implement the Act because of diversities in the Nation, pit falls in the Act.

INTRODUCTION

Under the British rule free and compulsory education, laws were not shown so much progress specifically for the six to fourteen aged children. After independence Article 45 of newly framed constitution stated that the state shall endeavour to provide within a period of 10 year from the commencement of constitution, free and compulsory education until they complete age of 14 years. But it was not so much concerned with elementary education. National Policy of Education 1968 in which first time elementary education was committed. It is emphasized in National Policy Of Education 1986 Thus right to education according to article 45, 41 is (1) every child /citizen has right to free and compulsory education until he/she completes the age of fourteen and (2) after child /citizen complete s 14 years his/her right to education is circumscribed by the limits of economic capacity of states and its development. Right To Education Act 2009 it includes challenges in implementation of rules in local circumstances.

CAUSE OF THE STUDY

The system of elementary education is got success in some areas like enrollment, funding, infrastructure etc But having quality education, high dropout rates low attendance, universals are the challenges yet to be accomplished. R.T.E Act is not without loopholes. The present study findings are based on the field experience of the researcher in the school,



students of nearby schools (C.B.S.E). The observations of the students, teachers on the R.T.E Act helped to develop awareness about R.T.E act provisions.

SIGNIFICANCE OF THE STUDY

The significance of study to provide status of implementations of R.T.E Act in C.B.S.E. schools ,awareness ,understanding of R.T.E. Act provisions The study will take part in the enforcement of the Act and in the implementation of Act very effectively and fruitfully for better quality education.

LIMITATIONS OF THE RESEARCH

This study covers less no of samples i.e. this study covers only C.B.S.E schools in Kolhapur city

RESEARCH METHODOLOGY

Descriptive study method is used in the study. The method is used to investigate the status of implementation of R.T.E. Act Data collecting techniques are used in this study, personal observation techniques Informal interaction with school authority students parents at some extent are carried out in the study. Unstructured questionnaires interviews are conducted on the basis of norms and provisions of R.T.E. Act. Questionnaire was open and closed types. Investigator maintained daily reports on the basis of implementations of R.T.E. Acts. Finally investigator analyzed the report and data and made conclusions accordingly.

DISCUSSIONS AND RESULT

INFRASTRUCTURE AND OTHER FACILITIES

The building of the schools according to norms should be properly facilitated. Mainly headmasters room should be well equipped according to act. In the schools investigator observed that head masters room is office cum stores. Investigator found no mid day meal facilities in some schools.

Head masters of these schools told that it is not compulsory as our schools are non government.

In some schools mid day meal facility was there but students has to pay separately and it is not compulsory for students .Headmasters of those schools told that our schools are non government and un aided so students have to pay if they want such facilities. Toilet facilities were good in almost all C.B.S.E. Schools because parents pay the fees so they want such basic facilities. drinking water that investigator found in some schools is not regularly maintained because all parents are from well to do families, educated that much that the parents are awarded about the health of their wards. So students carry their own safe drinking water. Investigator found well equipped library in almost all schools .The schools have separate period for library. Students go in library read novels, magazines, curricular references so that students can add their knowledge. All schools have big enough play grounds with cricket pitch, baskets, badminton court etc. The class rooms are well ventilated and aerated. All these facilities like library, classrooms, grounds electricity are very positively affected on the all round development.

AGE WISE CLASS ROOMS

Act stated that if student could not attend school because of an awareness, drop out students, some students could not complete their elementary education. Those students leave behind from main flow, the students have right to complete their missing curricula. In that cases schools have to take the students responsibilities by arranging special classes for those students and help them to complete the curricula. But sometimes fact is different teachers did not know what is special training, where it should be organized; the teachers did not know the constituents of training.

Investigator visited the schools in mid terms when students already got the admissions in nearby schools, and found some students took admissions in mid terms but they don't get special training.

ACCESS TO EDUCATION

According to Act students can change their schools in between the year, in that case schools has to give L.C or have to give admissions in between the year. Schools should be accessible to students i.e. nearby their localities.

QUALITY OF TEACHERS

R.T.E Act stated that student –teacher ratio should be comfortable, curriculum reformation and improvement in evaluation method. In schools according to R.T.E Act teacher – students ratio is maintained but teachers are not awarded about the curriculum reformation and improvement in evaluation method. Though success of the reform is totally dependent on teachers. Investigator found most of the teachers uses traditional way of teaching and evaluation methods. Teachers have to guide the students in solving the exercises, practicing the students all types of questions. But teachers are asked the students to refer the guide in the market because it is readymade materials. Teachers are asked the students to solve short, very short, long, brief questions at home from guide books. According to CCV students are expected to cover their curriculum by doing related projects, activities but in some schools teachers give some mechanical work by solving text book exercises. In CCE children knowledge is assessed and students ability to apply the same knowledge.

TEACHERS TRAININGS

R.T.E. Act stated that there is in service training compulsory within the period of 5 years service teachers have to have certification in service training gives the platform to teachers to develop teaching style and raise the content knowledge. In schools teachers are well qualified, but teachers are not aware about their subject advancement, and are not qualified about the corrective measures suggested by Act.

NO DETENTION PROVISIONS BY ACT

R.T.E. Act suggested no detention of child should be till completing the elementary level. But child assessment must be done. R.T.E. Act suggested the CCV method in which teachers have to evaluate the child content knowledge and their applications in effective way, but in some schools found that teachers keep busy the students very mechanically, in that



child does not show any progress in content knowledge, teachers without knowing the progress of child, child got promoted it is found that 5th std students do not know reading only. Teachers told that it is government policy, we cannot do anything.

STUDENTS RIGHTS

According to Act teachers cannot give any physical punishment and not harassed the students in anyways. In some schools found that teachers do not bother noise in the class she continue teaching. In that cases many students deprived their learning. Teachers told it is offence to punish the child so how can we control the class. Teachers even don't take action in violence activity seriously.

MANAGEMENT OF SCHOOLS

In the school management committee there is a provision according to Act parents can participate in the school activity i.e. parents can monitor schools performance constructive usage of fees schools development plans etc. but investigator found that schools did conduct parents meet and parents also not aware the committees.

RECOMMENDATIONS

Two years already gone of implementations of act. School should take the Act implementations strategies seriously by knowing the meanings of policies and provisions. Parents should aware about their role s in the implementations of Acts. Children should aware about their rights and responsibilities.

CONCLUSIONS

There is a wide gap between Acts provisions and their implementations in the schools because of blindly follow ups the Act, without knowing the actual meanings.

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