A STUDY OF CHALLENGES OF RIGHT TO EDUCATION ACT, 2009 AMONG PRIMARY SCHOOL TEACHERS OF NAGAON MUNICIPALITY AREA

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ABSTRACT

Right of Children to Free and Compulsory Education Act, 2009, is the recent reform in the area of elementary education. This research is an attempt to study the challenges of Right to Education Act, 2009 among Primary School Teachers of Nagaon Municipal Area. By 86 amendment, Article 21 A was added as the new fundamental right in 2002. Both Rajya Sabha and Lok Sabha passed the act and received the consent of President on August 26, 2009. The RTE Act, 2009 was notified and came into effect from April 1, 2010. The research is a descriptive survey. The data was collected from so many as possible in-service teachers teaching in primary Schools of Nagaon Municipal Board area. A questionnaire comprising of open objective questions was prepared for studying the views, challenges and suggestions of the teachers regarding RTE Act. The findings of the study displayed that there is a wide gap between policy involvements and how it is actually looked on and implemented in the field.

INTRODUCTION

The RTE Act clearly makes the resoluteness of the Government of India for providing the education of every child. Right to Education Act (RTE) was passed by the Indian Parliament on 4th August 2009. It was passed providing for free and compulsory education for children between 6-14 years under article 21 (A). The law came into effect in the whole of Indian except the state of Jammu & Kashmir from 1st April 2010. India becomes one of 135 countries to make education a fundamental right of every children after the law come into force. RTE Act, 2009 makes education a fundamental right of every child and it is the first Central legislation on school education. In 2010, the country achieved a historic milestone when Article 21-A and the Right to Education (RTE) Act, 2009 became operative. It is a ‘historic’ legislation of our Parliament. Before this amendment, free and compulsory education was included in Article 45 of the list of “Directive principles of the State Policy”. Article 45 says that he State shall provide for free and compulsory education of all the children and until they complete the age of fourteen years. The RTE Act provides a justifiable legal framework for the children for the purpose of free and compulsory elementary education. ‘Free Education’ it means that no child is liable to pay any fees, expenses, who has been admitted to a school supported by the Government. The RTE Act is joined with the belief that the values of equality, social justice and democracy will be re-established.

Objective of the Study

A. This study is essential to know about the main provisions and features of the RTE Act 2009.
B. To know about the challenges faced by Primary School teachers in implementing RTE Act.
C. To explore the measures for bridging the gap in implementation of RTE Act.

Statement of the Problem

The problem of present study has been entitle Right to Education (RTE) Act 2009.

Review of Related Literature

Research takes the lead of the knowledge which has collected in the past as a result of constant human achievement. It can never be done in isolation of the work that has already been done on the problems which are directly or indirectly related to study proposed by the researcher. A careful review of the research journals, books, dissertation, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. A review of related literature gives a theoretical background and
empirical support for the study. This helps the researcher to select a problem for investigation which is new and significant. Mohalik, R. (2017) carried out the study to inspect awareness, steps, and issues in implementing the RTE, Act, 2009 in the state of Odisha. The study revealed that majority of head teachers and School Management Committee members are aware of the Right to Education Act; the Govt. also has taken initiative for Children with Special Needs by providing facilities like ramp, aid and appliances, wheelchair and special trained teachers and home service to these children, also takes some steps like for developing training and assessment modules for admitting out of schools 45 children; All the members of the school including Head Master to SMC members are involve in applying the different recommendations of the RTE, Act, 2009; There are no out of school child has taken admission in the school as per guideline of the Act; The Odisha Govt. also designated Teacher Education and State Council of Educational Research and Training (TE and SCERT) as an academic authority for this act and constituted the Odisha State Commission for Protection of Child Right (OSCPCR); and for the well implementation of the Act the Central Govt. must be needed to provide financial assistance for infrastructure amenities of school.

Paikaray, L. (2015) studied on Effectiveness of Community Participation in Universalisation of Elementary Education in Odisha. This study found that 50% of rural MTA members said that there are no separate latrine facilities for girls in their school, 70% rural MTA me0mbers said that there is no separate Kasturba Gandhi BalikaVidyalaya for girls, 50% of rural MTA members said that there is no boundary wall in their schools. So, that the government takes initiative for providing all sorts of provision for all the elementary schools to reach the goal of UEE. This study also found that 65% of elementary schools have four and above teacher still we found that 35% of school have not adequate teacher for each classroom, the study also found that 50% untrained and irregular teachers in tribal area school, though it is a n

RESULTS AND DISCUSSION

Objective – 1

Free elementary education for all children in age grup 6-14 years in a neighborhood school

According to the RTE act, no financial constraints can ‘prevent’ a child from an enrolling , attending and completing elementary education . In other words, if a child lives in a remote area providing free transportation or (a residential facility or some other facility) will be part of the child entitlement to education, if a child is disable then entitled to transportation to go to school thus satisfies the entitlement to education, if a child is disable and needs crutches to work to school then crutches, or some other facility that enables him to go to school will be part of his entitlement under Act.

Compulsory Elementary Education

The word compulsory has implication for the govt. alone. In other words while it is the duty of parents to sent their children to school, it is the obligation of the govt. to ensure not just enrolment but attendance and competition of elementary education. This implies that the government.

Quality Norms for all Schools

The act indicates some basic norms for all schools.

✓ Student teachers ratio can’t exceed 1: 30.
✓ Minimum day of school functioning in a year 200 and 250 for primary and upper primary respectively.

Qualification for Teachers

✓ All teachers must subscribe to minimum qualification and training norms laid out by academic authority within 5 years.
✓ Para teachers banned.

Curriculum in line with Constitution

✓ This means that curriculum syllabus and books must conform to constitutional values. It implies that communal agendas cannot be part of the materials used taught in any school of the country.
✓ Syllabus and books must also into account age and learning levels of children.
Evaluation system to be based on Principle of Continuous and Comprehensive Evaluation

✓ No failure till completion of elementary cycle.
✓ Evolution to be done throughout the year and not be based on a annual examination and testing.

Role of Panchayati Raj Institution

✓ PRIs have also been made responsible for grievance redressal in matters related to violation of the rights of the child under RTE.

Participation of Civil Society

✓ Teachers have been made accountable to the SMCs.

Reservation in Private Schools

✓ Limits of definition to be extended if 25% seats are not being filled within the standard limits of neighborhood.

To study about the features of RTE Act 2009.

1. As per the provision of the act it is mandatory for the state to provide free and compulsory education to every child within the age group of 6-14 years.
2. The act gives a child the right to go to a school and seek admission even thought they had no formal education earlier.
3. The act also gives a child the right to go to a school at any time of the academic year and seek admission.
4. The act has a provision that no child can be denied admission in a child if he or she cannot provide any document of age proof.
5. The act also instructs the private education institutions to have a provision of reserving 25% of classes starting from class 1 in 2011 for disadvantaged students.
6. Clouse 28 of chapter iv of the act prohibits the teachers from engaging in any private tuition or private teaching activities.
7. Clouse 17 (1) of the chapter iv of the Act prohibits the schools from giving any physical punishment or mental harassment.
8. The act also instructs every school to have minimum facilities like adequate teachers, playground and infrastructure.
9. A new concept of neighborhood schools is included in the act.
10. The act also has a provision for the children from weaker section and disadvantaged groups who study in the unaided and private schools.

Objective – 2

Challenges in implementing Right to Education Act

Right to children for free and compulsory education Act (RTE) was passed by government of India on 4th August 2009. Under article 21 (A) providing for free and compulsory education for children between 6-14 years. There have been mentions some Challenges in implementing Right to Education Act which are discussed bellow-

Lack of Knowledge: Most of the teachers are not clear about the RTE Act and they were implementing it on the basis of their personal knowledge. It is very important for teachers to have full understanding about the RTE Act, so that the hindrances during implementation can be minimized. Also, the knowledge about the Act will help them in understanding it and eventually implementing it according to the need of the situation.

Lack of Training and adequate information: Most of the teachers welcomed RTE as an important step in school education. Most of teachers responded that the Act ensures education for all. Lack of Training and adequate information are the major challenges pointed out by the teachers in the implementation of RTE Act.

Lack of Clarity: Today near about 50 % of teachers responded that RTE Act increases the responsibility of school and teachers without giving any clarity about the implementation of the act. It compromises on quality education, which leads towards the questionable implementation. Guidelines for the implementation are not proper and retention of students is neglected.

High Pupil Teacher Ratio: A good number of teachers responded that the schools had high Pupil Teacher Ratio. So it also prohibits teachers from giving individual attention to the students. And it also herms effects of quality education. A few number of teachers found the Act lack of clarity. The teachers responded that the authorities’ need to be more active and should be motivative so that they can enhance the quality education.

Lack of Resources: There is also lack of resources which is also a vital challenges in implementing Right to Education Act. Ten percent (10%) of teachers demanded that resources should also be enhanced, including physical infrastructure, monetary and human resources etc.

Objective – 3

To explore the measures for bridging the gap in implementation of RTE Act.

For suggestions,

Twenty percent (20%) of teachers agreed one thing that is the need of proper training and guidance for teachers so that teacher can understood the key points of the RTE Act.

a. Other 18% of teachers demanded special provision for counsellors and special educators in the schools to cater the needs of CWSN and disadvantaged children.

b. Thirteen percent (13%) of teachers said that there should be more classrooms so that it can maintain the optimum Pupil teacher ratio in schools.

c. Fourteen percent of teachers (14%) responded that government as well as private authorities and also parents should active and regular supervisions should be done in the school.

d. Ten percent (10%) of teachers responded that they should not be given administrative work and 7% of teachers responded that parents should be made aware of importance of education, whereas, 5% of teachers agreed that there was a need of commitment from all the sections of society, including parents, community, civil society, private sectors, government, NGOs, as education of the child is not the sole responsibility of the school. Modification is required in the sections of RTE Act; no
detention policy and age and grade appropriate placement of children, to make it more realistic.

CONCLUSION

From the above discussion it can be concluded that the main objective of RTE Act is not being used because a few number of objective, parents, principals and teachers are aware of the act. RTE Act is definitely increasing the enrolment of the children in the schools but providing quality education is the need of the hour. Teachers, who are the providers of the education services, are required to implement RTE Act about which they had no clear guide lines. There is no clear guideline for the teachers who play an significant role in the implementation of the RTE Act. It has a negative impact on the implementation of the act. It is found from the research that teachers need to be trained, materials needed for teaching are provided and they get regular skills on ways to organize their classrooms for implementation of RTE act. With the increase enrolment into schools, it is important for the teachers, managing committees to be trained and schools have resources to fulfill the needs of all the children. The RTE Act clearly makes the resoluteness of the Govt. of India for providing the education of every child. The various provisions of the Act clearly indicate that the country has put education fist in its agenda for nation transformation. It has created a legally protected environment for the children to get valuable education which can function as a launch pad for the future. The act will definitely create a great impact on improving literacy rate and guarantying children their rightful place in the world.

Reference


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