



**A STUDY ON IMPLEMENTATION OF RIGHT TO EDUCATION ACT,
2009 IN HAJO BLOCK OF RURAL KAMRUP DISTRICT**

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Abstract

Indian government has passed Right of children to free and compulsory Education, Act 2009 on 4th august 2009 and it has come in to force from the first April 2010. This act ensures free and compulsory education for the children of age group of 6 to 14 years in primary schools. After long years of 66 from independence in our country literacy rate is not satisfactory. There are so many reasons behind it. But now with the enactment of Right to Education Act, 2009 brings hope to us, it has become compulsory for central and state government as well as for guardians to ensure that every child of age group of 6 to 14 is enrolled in school. Many times government passed so many acts, policies etc for development of our society. But actual development depends upon its proper implementation. The present study aims to study the implementation of Right to Education Act, 2009 in hajo block of rural kamrup district of Assam.

Key word: RTE, implementation



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INTRODUCTION

Education is a continuous process of human life, it starts with the human birth and end with the death. It is the modification of desired behavior of human being. Education is a very important aspect of human life. We all know that there are three type of educational process, through which it can be imparted. They are formal, informal and non-formal education. Among these formal education is became the most important part of our life in the present

day situation. Formal education is that which is consciously and deliberately planned for the modification of behavior with a particular end in view. Elementary education is the basic of formal education system. The entire formal education of a student's depends on the successful completion of his or her elementary education. The education which he or she receives through elementary stage these provide the foundation of their physical, mental, emotional, intellectual and social development.

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and it is followed by secondary education. In most of the countries it is compulsory for children to receive primary education although it is permissible for parents to provide it. It is provided to children in well equipped and hygienic classroom by their teachers. Traditionally various forms of corporal punishment have been an integral part of early education but now a days, the idea of corporal punishment is totally prohibited. Now, education system is regarded as learning without burden. Curriculum of this stage usually emphasizes on reading, writing, arithmetic, Social Studies and Science. Primary education should be given highest priority because this is the children's stepping-stone for them to pursue high goals. Successful completion of elementary education helps the children to go for better secondary and higher degrees. So, there is a necessity to universalize elementary education.

Primary stage of education is the most important educational stage in human life. Provisions are made for free and compulsory primary education in Indian constitution. But it has not achieved the goal. There are various schemes which are related to primary education.

The Right of Children to Free and Compulsory Education Act, which was passed by the Indian parliament on 4 August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. It is the most recent act which is related to primary education.

Primary education plays an important role in human life. Without primary education we can't think about higher education. Though various acts and schemes are related to primary education, it is seen that they have not achieved their goal. So studies are required in this regard.

To develop a country as well as a society, one should give much importance on primary education. So, it is necessary to observe how far the recent act(RTE 2009) fulfill its objectives.

RECENT INITIATIVES TAKEN BY GOVERNMENT: In 2000, 165 developing countries of the World arrived at an important agreements, at Dakar in Senegal - that is to achieve the goal of making their future citizens free from the Devil of Illiteracy, at least spreading the light of elementary education to reach every nook and corner and, that, too, within a time frame of just 15 years, that is by 2015. But in our country a deadline of 2010 was set to implement universalisation of elementary education. As a result of it a mission Sarba Siksha Abhijan Mission (SSA) is introduced in our country. Various efforts were taken in this respect from time to time, but this effort differs from those earlier because this approach is a right based approach. The participating countries agreed that the Elementary Education is no longer a requirement of individual, it is a right of the future generation, i.e. the children aged 6-14 years. In order to implement UEE, various necessary steps and measures were adopted urgently. It implies to make eight years of quality elementary education available to all children in the age group of 6-14 years. The term 'all children' means that there must not be any discrimination regarding their religion, caste & creed, language, profession, location, social & economical background, gender, disability, child labour or their identity.

The works on UEE began in the later part of 2001-02. In order to focus on the universal elementary education, the programme called Sarba Siksha Abhijan (SSA) has been launched all over the country during 2001-02. In Assam Sarba Siksha Abhijan has been launched during 2002-03. The Sarba Siksha Abhijan (SSA), Assam has initiated a variety of process, systems and structures aimed at the universal enrolment, retention and quantitative improvement of elementary education in Assam This Mission is responsible for implementation of UEE and other schemes of elementary education. Sarba Siksha Abhijan (SSA) is an effort to universalize elementary education by community ownership of the school system. It is responsible for the quality basic education all over the country.

Another important steps for universalisation of elementary education was taken in 2009, it was RTE act 2009. The right of children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian Parliament on 4 August 2009. It describes the modalities of the provision of free and compulsory education for children between 6 and 14 years. Right to Education Act came into effect on 1st April 2010. Right to Education Act makes provisions for a non-admitted child to be admitted to an age appropriate class. It also lays down the norms and standards relating to pupil-teacher ratio, buildings, infrastructure, school working days, teacher working hours etc. It also emphasizes on training of the teachers. It prohibits physical punishment and aims to develop the curriculum.

OBJECTIVE OF THE STUDY: 1. To study the implementation of Right to Education Act in the schools of hajo block of rural kamrup district in Assam.

DELIMITATION OF THE STUDY: The study is delimited to the lower primary students and teachers of Hajo education block.

METHODOLOGY:

POPULATION AND SAMPLE: All the students and teachers of lower primary schools of hajo education block of rural kamrup district of Assam are the population of the study. By using random sampling techniques 150 students and 75 teachers are selected as the sample of the study.

TOOLS: Self-developed questionnaires are used for the teachers and students for collecting data.

RESULTS AND DISCUSSION: It is evident from the present study that all the teachers have information about Right to Education Act 2009. Teachers have separate common room in all the schools of the selected area. From the data it is revealed that 100% teachers agreed that they have not provided any training programme by local administration which is necessary according to the Act RTE, but they agreed that different training programmes are provided to them by SSA and DIET. In 81% schools Parent teacher meetings are organized monthly and in the other schools these are organized after two or three months. It is found that teachers don't take any private tuition. Most of the teachers agreed that remedial classes are organized for the slow learners in their schools. Certificates are provided timely to students after completion of primary education. Almost 90% primary schools have not any boundary walls which are necessary and it should be in every school according to the RTE act 2009, in our country. Lastly the teachers replied somewhere the act is not success in its proper implementation.

The data collected from the student's, it can be said that they have also some knowledge about the act. It is revealed from the study that proper facility of drinking water is not given to all schools. It is also revealed that all the schools have not any library and extra reading room for the students. One positive data have come out from the present study that 100% students are agreed that they don't get any mental punishment which is prohibited by the Act RTE. But 100% students again agreed that they get physical punishment sometimes which is also prohibited by the Act. They have separate toilet facility for boys and girls and playground in the schools. There is no provision of tuition fees and selection test in school. In 100% schools mother tongue is used in the classroom for the communication.

Conclusion: From the above discussion, it can be said that Right to Education Act is not fully implemented in selected area. For example, from the data collected it has been seen that the student get physical punishment when they break the discipline of the classroom as well as the school. They have not proper facility of library and boundary walls. Regarding the teachers they have not get any training from the local administration which should be get according to the Act RTE 2009. But it can be said that more than half of the objectives of Right to Education Act are implemented. Some objectives are can't achieved due to some problems like lack of proper finance, communication facility, lack of proper management, leadership etc. If positive measures are taken, it will be easy to achieve the goals framed by Right to Education Act, 2009.

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