

Right to Education– Its Success and Failure

Surbhi Bansal

Assistant Professor,
Department of Commerce,
Patel Memorial National College, Rajpura, PB 140401, INDIA.
email:surbhi_0601@rediffmail.com.

(Received on: February 23, Accepted: March 22, 2017)

ABSTRACT

Right to Education Act (RTE Act) was universally entitled to education. RTE act was enacted in India on 4th august, 2009, which outlines the significance of free and compulsory education for children between the age group of 6-14 years. The study is basically conducted to focus on the success and failure of RTE act. The objective is to know about the provisions of RTE act and to know the reasons of failure of RTE. The study is also conducted to identify the possible strategic options for education to survive and grow at international level.

“Education is the most powerful weapon which you can use to change the world” – NELSON MANDELA

Education is a Fundamental Right and Essential for the exercise of all other human rights” – UNESCO.

Keywords: Right to Education Act (RTE Act).

INTRODUCTION

Education is the process of transmitting knowledge, flourish the power of reasoning and judiciousness and preparing individual and other for mature life. For this Right to Education Act (RTE Act) was universally entitled to education. RTE act was enacted in India on 4th august, 2009, which outlines the significance of free and compulsory education for children between the age group of 6-14. It is a fundamental right of every citizen to have education. According to RTE Act 2009, Article-21A, every child has a right to have elementary education which satisfy certain norms. This act came into effect on 1st April 2010.

OBJECTIVE

The study is basically conducted to focus on the success and failure of RTE act. The objective of the study is to know about the provisions of RTE act and to know the reasons of

failure of RTE and also to analyse the possible strategic options for education to survive and grow at international level.

PROVISIONS OF RTE

1. RTE gives right to child to have free and compulsory elementary education.
2. It makes provisions for non-admitted child to be admitted to an age of appropriate class
3. It clarifies the obligations and responsibility of government, local authority and parents in providing free and compulsory education.
4. It had laid down certain norms and standard regarding PTR's (Pupil Teacher Ratio), Teachers working hour, working days in school and infrastructure and building of school.
5. It has also made provisions for the appointment of teachers in the school i.e. their requisite entry and academic qualification etc.
6. It made provisions for development of curriculum which ensures overall development of child in accordance with the value set down in the constitution.

SUCCESS AND FAILURE OF RTE

In the year April 2010 the act came into effect. Today after 5 to 6 years, the country had already failed to hit its target date to fully implement it and experts feels, India is nowhere close to achieve its extreme of complete its literacy.

According to Dhir Jhingaran, Education advisor of UNICEF, RTE is a wide ranging Act and has huge implication, and some of these aspects are really aspirational about vision not an immediate implication. RTE has a very ambitious wide plan. In addition to put every child in school, It envisage proper education infrastructure, that includes sufficient teachers, brain to equip their ward with right learning. The act did manage to bring all children to school. It had a very much needed attention to the school infrastructure. According to NC Saxena, UNDP Consultant, RTE is an activity plan, where child will be admitted to school to meet their programmes. In this act, all the attentions is to bring child to schools and provisions of infrastructure, library and playgrounds etc were undertaken. If a student is weak, separate attention will be given. But today, it is found that a student in class 5th cannot read the textbooks meant for class 2nd. So, therefore as we are spreading education, the quality is going down and government is not bothered. As the parents understand the importance of education and student is continuously going to school and is unable to perform in particular class, there interest also decreases, which makes them to leave school. To keep children in classroom, the key emphasis was on child-centric learning in an environment which is free of anxiety or fear. The survey of RTE forum reveals its failure. The study estimates that the 6.04 million of children between the ages of 6 to 13 years are out of school. A million of children were drop out before completing elementary education. 75% of them are from Dalit, Tribal and Muslim communities.

According to Ms Yamini Ayer (Director, Accountability initiative) No progress has been made as per the provisions of RTI act. The provision to strength school management committee and to give school management committee capacity to monitor the plan. But, the

plans laid for the school is totally not followed. The school management committee are set up in papers everywhere. However the quality of their engagement with the school is minimum, the quantum of money which schools receives is minimal. The powers and the capabilities they have actually do the job, that they will be legally managed is totally in non- existence.

When it comes to the trained teachers or even healthy teaching ration, the picture is no less gloomy. The survey reveals that 5.68 lakh teaching positions are vacant. Maximum teachers are hired on contract and 19.69% teachers are untrained. Even after the 6 years of implementation, 10% of schools are single teacher schools. Many schools have pupil teacher ratio as 100:1 or 80:1. If the government had laid down certain measures that trained and capable teachers are to be appointed at right place, then it could have affected the plan. The RTE act had laid some norms in case of infrastructure of schools in terms of number of classrooms, boundary walls, playgrounds, separate toilets for girls and drinking water facilities. But even after 5 to 6 years, the compliance is still very slow. Especially in case of toilet for girls, boundary walls and playgrounds. Playgrounds are particularly scarce i.e. in 2013-14 only 58% schools had playground. In 2012-14 only there was significant rise of 20% in girls' toilets in schools. In the year 2009-14, the number of students in a classroom had also declined i.e. from 32 to 28.

The Sarv Shiksha Abhiyan is the prime vehicle to implement RTE. This flagship to provide elementary education was launched in 2001. Its main aim is to open the schools in the area where it is not and to provide adequate number of teachers and ensure life skills in elementary education. The RTE tries to address the social, economic imbalances in the country by setting a side seats for economically weaker section. But in all these years, the overall enrolment for this section has just been 29%. The huge disparity among the states indicates that the RTE is broadly misunderstood. In 2013-14, 21.4 lakh seats were reserved for disadvantage students across the country.

POOR RECORD OF EWS

| STATE | NO. OF SEATS | % FILLED |
|-------------|--------------|----------|
| UP | 5.84lakh | 3% |
| Tamil Nadu | 1.43 Lakh | 11% |
| Maharashtra | 1.42 lakh | 19% |
| Bihar | 18930 | 20.78% |
| West Bengal | 54097 | 32.05% |

The survey reveals that teacher accountability is a serious problem, teacher absenteeism is extremely high. Another major problem is that if the teacher is present, it is not sure that there is a teaching. So here it shows a failure of deep seated government.

Data of 20 states in 2013-14 reveals that the

| | |
|-------------------------------|--------|
| Total private unaided schools | 206000 |
| Enrolment of EWS students | 45000 |
| Rajasthan | 65% |
| Delhi | 48% |
| Uttarakhand | 43% |
| Andhra Pradesh | 0.1% |
| Odisha | 1% |
| UP | 2% |

Among the success in the field of education, India can count a gender parity in primary and secondary education. In fact, it is the only country in south west Asia. It has done this by providing mainly free textbooks, recruiting female teachers, holding rich courses. By introducing this act, the country has improved. Its illiteracy rate has reduced marginally from 18% in 2000 to 14% in 2015. In 15 years only there is 4% decline in illiteracy rate. RTE acts aim India to make strongest democracy in the world by providing its children Right to Free and Compulsory Education. However, implementing the act is a big challenge. It Just not require monitoring but also requires to identify the children who require the education and setting up basic facility to ensure it.

From 2000-2012, the Sarv Shiksha Abhiyan and Mid-day scheme not only brought children to schools but also reduced number of dropouts. But the brutal truth is that large number of students are still out of schools and many teaching posts are vacant. In 2014-15, the ministry of HRD disclosed punishment for non-compliance of RTE provision, i.e. 1170 schools were closed in Punjab, 4 were shut down in HP, 5 were shut down in Kerala, and 142 schools were closed and merged in Rajasthan due to zero enrolment. In many states 50% students are going to private schools. The budgetary allocation in the elementary education has gone up in last 5 years, between 2010-16 there is 13% hike in allocation i.e. in 2010-11 \neq 29011 crore rises in 2015-16 to \neq 32917 crore. Elementary education accounted for 48% of total budget for the ministry of HRD in 2015-16. Allocation is the secondary part. The primary part is the learning aspect in which India is lagging far behind.

The quality of education is a serious concern. According to 2014-15 report, average 51.9% of students of class 5th in the country are unable to read class 2nd text books. The accountability system of the government is very weak. As the government teachers are paid more but their teachings is not effective and the private teachers are supervised and their performance is watched timely due to strong accountability of private schools.

Experts are demanding proper monitoring of RTE not only on the basis of infrastructure but in terms of learning outcomes.

RECOMMENDATIONS

Based on the study following are the recommendation:

1. The provisions under the RTE must mention the obligations of the state that it will to provide quality education and will monitor regularly the level of learning.

2. Government should build a strong remedial programme alongside monitoring learning outcome.
3. There should be third party assessment i.e. every year sample should be surveyed by independent agency to assess learning level of the children.
4. Children should be organised into groups by their teacher according to their learning level.
5. PROBE report has brought out the fact that though 98% of the schools they studied had school monitoring committee, the members of the committee were unaware of their roles and responsibilities. Some did not even know that they were members. To focus their role, define three key areas for school management committee i.e. children attendance, teacher punctuality and attendance and availability of functional toilets.

CONCLUSION

Sixty one years after independence, the Right to Free and Compulsory Education Act has been passed. Education being a concurrent subject, the challenge of implementation is even greater. The provisions of the RTE will play a Key role so they should be sharply defined and proper authority and responsibility should be delegated. The key factor to make this act successful is to make parents of rural area aware of the benefits of the education and convince them to send their child to school.

REFERENCES

1. <http://mhrd.gov.in/rte>
2. <http://mhrd.gov.in/assessment-implementation-rte-act>
3. <http://timesofindia.indiatimes.com/home/education/news/We-cant-monitor-implementation-of-RTE-law-SC/articleshow/48831823.cms>
4. http://www.rteforumindia.org/sites/default/files/Year%204%20Stocktaing%20Report_RTE%20Forum.pdf