



# Impact of Rte Act, 2009 on Universalization of Elementary Education in India

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**ABSTRACT:** Education is the primary vehicle for human's economic and social development. It is one of the fundamental needs of every human being. Elementary education is the first stage of compulsory education. In this stage children learn many skills that will help to succeed in future life. Universalization of Elementary Education means universal access, enrolment, retention and qualitative education up to the age of 14. The Right to children between the age 6 to 14, to free and compulsory Education. RTE Act, 2009, means that every child has a right to full time elementary education of satisfactory level in a formal school. The need for a literate population and universal education for all children in the age group of 6 to 14 was recognised as a crucial input for nation building and was given due consideration in the constitution as well as in successive five year plans. This paper is to focus the impact of RTE Act, 2009 on Universalization of elementary education.

**Keywords:** RTE-Act, Universalization of Elementary Education, Compulsory Education, Government Responsibilities.

## INTRODUCTION:

“Education leads to liberation”, Liberation from ignorance which shrouds the mind, Liberation from superstition which paralyses effort, Liberation from prejudices which blind the vision of the truth. (An old Sanskrit adage)

Human rights treaties outline the aims of education. The 86<sup>th</sup> constitutional amendment {2002} has made elementary education as a fundamental right for the children between the age group 6 to 14. The right of children to free and compulsory education act, was passed by the Indian parliament on 4<sup>th</sup> august 2009 with effect from April 1<sup>st</sup> 2010. It describes the modalities of importance of free and compulsory education for children between 6 to 14 years under article 21A of Indian Constitution. According to section 3 of The Right of Children to free and compulsory Education Act, 2009, “Every child of the age six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. The title of the RTE act encompasses the words “free and compulsory”. Here “free” means that no child shall be liable to pay any kind of fee or expenses which may prevent him or her from pursuing and completing elementary education. And, “compulsory education” means obligation to provide free elementary education by ensuring admission, attendance and completion rests with the government.

In India, Universalization of Elementary Education (UEE) implies “Elementary Education for All” and not for a selected few. This concept was developed that the education is the birth right of every children. It basically evolves the following four tenets:

1. **Universalization of Provision:** Schooling facilities for primary and upper primary to all children, irrespective of caste, sex, religion should be provided within easy walking distance, of a comparable quality.
2. **Universalization of Enrolment:** All children of 6 to 14 year age group, should be enrolled to the formal system of schooling.
3. **Universalization of Retention:** All enrolled children should be retained in schools till they complete eight year of schooling.
4. **Universalization of Achievement:** All children completing a specific level or grade of education should attain minimum levels of learning prescribed for that level or grade.

Universalization of Elementary Education means that all child belonging to different economical background, from rural and urban area have right to take education under a single umbrella without any discrimination on the base of caste colour and gender.

### SIGNIFICANCE OF THE STUDY

Right to education is a new right included in our fundamental rights, given by the Indian constitution 86<sup>th</sup> amendment and 21(A) Article. Already various researches have been conducted on the previous provided six fundamental rights, but there were very less researches conducted on Right to education act 2009. This is very significant, because in our country the people are not aware about education as a fundamental right which can be evident by few of the researches given above. Most of the parents in the rural areas are uneducated, they are unable to provide proper education to their children Due to this the children of India does not get opportunity to get education and engaged in many inhuman practices especially in rural and marginalised areas.

### OBJECTIVES:

The following objectives have been set in order to investigate the research problem and reach a conclusion of the study:

- [1] To see the importance of RTE act 2009 on Universalization of Elementary Education.
- [2] To study the problems of implementing Universalization of Elementary Education that can be solved through RTE act 2009.
- [3] To apprise the responsibility of Govt. and local bodies on the Universalisation of Elementary Education under the Right to Education Act 2009.
- [4] To provide some suggestions for the implementing of Universalization of Elementary Education.

## ANALYSIS

### IMPORTANCE OF RTE ACT 2009 ON UNIVERSALIZATION OF ELEMENTARY EDUCATION

Right to Education act 2009 has played an important role in making elementary education universal. Such as in elementary education; free and compulsory education, universal enrolment, identify the drop-out student, class selection according to age, 25% reservation for backward classes, giving up the tradition, teacher students ratio, different latrines for man and women, play ground, library etc. The Right to Education act 2009 was played following important role for making Universalization of elementary education;

- All children must have free and compulsory education at elementary stage up to the age of 6 to 14 years.
- Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.
- No child should be physically or mentally harassed or punished.
- No child will be held back or expelled till completion of elementary education.
- A child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
- Provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools.
- Command improvement in quality of education.
- No child shall be denied admission in a school for lack of age proof. A child who completes elementary education shall be awarded a certificate;
- Calls for a fixed student-teacher ratio;
- School teachers will need adequate professional degree within five years or else will lose job.
- School infrastructure (where there is problem) to be improved in three years, else recognition cancelled.
- Separate latrine for man and women should be arranged.
- When preparing all the school curriculum, syllabus and text books in the country, the emphasis should be on the mental age and learning level of the students.

### THE PROBLEMS OF IMPLEMENTING UNIVERSALIZATION OF ELEMENTARY EDUCATION THAT CAN BE SOLVED THROUGH RTE ACT 2009.

In India, primary education suffers from many scarcities. There are many problems in implementing elementary education such as financial, infrastructure facilities, number of schools, quality of teaching, inadequate teachers, administration and supervision, illiteracy among the parents etc. If we want to take the education systems enlargement, then we need to solve these problems. Here we try to highlight some problems which can be solved through RTE act 2009.

- ❖ **Wastage and stagnation:** wastage means leaving schools at any stage before the completion of elementary course while stagnation means a child fails in a certain class and he/she is required to stay again in that class. RTE act try to solved these problems through remove the pass/fail system.
- ❖ **Economic problem:** Most of the families are unable as well as indifferent to bear educational expenses. Income of the local institutions responsible for primary education is so much limited that they are totally incapable of meeting the expenditure of compulsory education. RTE act provide financial support to overcome this problem.

- ❖ **Problems related to teachers:** Standard of education depends not only on the accessibility of schools but the motivation of the teachers may play a vital role in effective teaching learning process as well as in transition rate of the students and retention process. But there is insufficient teachers, non-trainee teachers and attendance level of teacher is very low and they have not come in to the classroom in proper time.
- ❖ **Educational expenses:** Most of the families are unable as well as indifferent to bear educational expenses. Ideas of the Governments have taken initiatives for providing different incentives but for the low income level people cost of schooling and purchasing of learning material is unbearable. According to Tilak (2002), the “free” education is a misnomer in the Indian context given the economic barriers to its accessibility. A host of factors such as household income, household expenditure, and educational qualifications of the head of the household, demographic burden, caste and religion impinge on the educational expenditure. Likewise, availability of the school in the neighbourhood, distance of the school and various incentives (namely, mid-day meal, distribution of text-books, school uniforms) directly influence the quantum of educational expenses (cited in UM Calcutta Report, 2011).
- ❖ **Social problem:** Illiteracy, early marriage of girls, prejudice etc. impede the expansion and implement of elementary education. Child Marriage Prohibition Act is incapable of preventing early marriage of boys and girls at school age and deprives them of the fruits of education and knowledge.
- ❖ **Education of girls:** There are several areas where education of girls is not considered essential. As a result disparity is found between the enrolments and drop outs of boys and girls. Many of the families think about their immediate gain, and therefore, they don't bother to educate their daughters, who will be married to other family. So, spending money on girl child is thought to be un-economical, and most of the weaker families just want to wed their daughters as early as possible.
- ❖ **Lack of transportation and communication facility:** Physical distance to school and the weak transportation facility to cover that distance in some parts of the area is a great hazard especially in the rainy season. This has been cited as a great barrier especially for the girls of upper primary sections. The study area does not have sufficient bus services connecting the interior parts. The buses become over crowded very rapidly and it takes too much time to reach to the destination. People have to depend on trekker, Magic van, engine van which is dangerous due to overloading on the poor quality roads. And for such inconvenience, teachers face difficulties to reach the school from far distance. They also rush for returning home from school before schedule time. Poor bus services, insufficient and dangerous ferry services also aggravate the situation.
- ❖ **Inadequate infrastructural facilities:** Data (2007 and 2010) have revealed that the infrastructural facilities are not uniformly distributed. This apart many of school do not have the basic necessities like provision of proper building or class room, common toilet as well as girls' toilet. In absence of kitchen shed mid-day meal is often cooked either in one of the classroom or in the open place under the sky which is unhygienic. Though some times the provision of facilities do not appear to be a very successful pulling factor to the student of the study area as they have to access their nearest school as an alternative way. Though grants are provided for additional class room, drinking water and toilet maintenance and TLM grants are regularly released, yet the norm approved by RTE Act (one class one room) could not be achieved.

- ❖ **Low standard of teaching:** Some of the teachers are not trained and not properly acquainted with teaching methods. Some of the previously appointed teachers do not have proper educational qualification. Generally, they do not use proper teaching aids while giving instructions for which the class becomes uninteresting and thereby fails to attract children.
- ❖ **Dearth of money:** Before the Independence allocation of funds for the expansion of primary education was very low. In the Post-Independent period, although allocation of funds has substantially increased, yet it is not sufficient against the demand, particularly compared to the huge growth of young population. Paucity of funds constitutes the greatest bar in the way of introducing universal, free and compulsory education in the country to meet the constitutional commitment. In many cases, inefficiency of the school authorities to sanction available scheme for the school development is responsible for the paucity of fund.
- ❖ **Poor supervision:** The existing school inspection system is not done regularly. School Inspectors (Sis) of school are facing problems to visit the huge number of schools in the study area regularly. And the isolated location of some gram panchayets, poor transportation facilities discourages their motive too. Village Education Committee (VEC) also is not always functioning properly and does not hold parent teacher meeting and mothers meeting. In the said meeting the participation of parents is also unsatisfactory. In spite of knowing the reality, Sis of school remains very often silent due to the pressure of the managing committees and therefore, fails to reveal the existing condition.

## **THE RESPONSIBILITY OF GOVT. AND LOCAL BODIES ON THE UNIVERSALISATION OF ELEMENTARY EDUCATION UNDER THE RIGHT TO EDUCATION ACT 2009**

### **Government Schemes Complementing RTE**

There are a few other Govt. schemes that directly and indirectly facilitate to attain the goal of UEE and fulfilling the mandate of the RTE. In this context, a few prominent schemes are:

- ❖ The Mid-Day-Mel (MDM) scheme of the department of school education and literacy for providing a noon meal to children at the elementary stage of education.
- ❖ The Total Sanitation Campaign (TSC) and the Drinking Water Mission (DWM) UNDER THE Ministry of Rural Development for providing drinking water and toilets in schools.
- ❖ The National Child Labour Project (NCLP) of the Ministry of Labour to provide special school for child labourers withdrawn from work.
- ❖ Residential facilities for Scheduled Caste (SC) AND Scheduled Tribe (ST) children by the Ministry of Social Justice and Empowerment and the Ministry of Tribal Affairs.
- ❖ Pre-primary education under the Integrated Child Development Service (ICDS) scheme of the Ministry of Women and Child Development.
- ❖ The school Health Programme of the Ministry of Health and Family Welfare
- ❖ Teacher Education of the Department of Elementary and School Education.

According to constitution of India, education is includes in the concurrent list. In the field of education both the state, central govt. and local bodies are responsible for any activity. Local body means municipality, district council, panchayet and managing committee. Govt. and local bodies are play an important role in the Universalization of elementary education under the right to education act 2009. The responsibility of govt. and local bodies are discussed below:



### Responsibilities of central Govt.

- ❖ To provide grant- in aid in the various state Government.
- ❖ To inquiry, how much money required for education in the state.
- ❖ The central govt. may request the finance commission to make additional funds from the state.
- ❖ Provide training facility for teachers between five years.
- ❖ Ensure timely prescribing of curriculum and courses of study for elementary education.
- ❖ Ensure good quality elementary education conforming to the standards and norms specified in the schedule.
- ❖ The central govt. will be ready to form a National Advisory Committee.
- ❖ To provide rules and regulation all over the country.
- ❖ The central govt. will work with the Sarva Siksha Aviyan(SSA) in stability.
- ❖ Planning the about the capital expenditure and recurring expenditure in education.

### Responsibilities of state Govt.

- ❖ To provide necessary funds without central assistance for the implementation and development of education.
- ❖ Ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years.
- ❖ Ensure availability of a neighbourhood school.
- ❖ Provide infrastructure including school building, teaching staff and learning equipment.
- ❖ Ensure and monitor admission, attendance and completion of elementary education by every child.
- ❖ Provide special teacher training facility according to National Council for Teacher Education (NCTE).
- ❖ Provide notification vehicles for the local authorities.
- ❖ To create the state commission for protection of child right.
- ❖ To maintain reading standards and prepare a academic calendar.
- ❖ Ensure the education for children with disabilities or differently able children.
- ❖ To create a managing committee for the organization of the school.

### Responsibilities of local bodies

- ❖ Providing free and compulsory elementary education to every child.
- ❖ In the article no 6, local authorities ensure the closest school for the students.
- ❖ To ensure education of those student who are deprived and poor classes so that they are do not have any reason to stop reading.
- ❖ To verify availability of school as per neighborhood norms specified in State RTE rules.
- ❖ To supervise and undertake random checking for SC/ST, children from weaker sections and girls' education.
- ❖ Supervise the implementation of RTE Act at Block and Village level.
- ❖ Ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.
- ❖ Maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed.
- ❖ To make a annual academic calendar for maintain the time table in education.
- ❖ To ensure the enrolment of weaker section students.
- ❖ To provides training of teacher.

- ❖ To monitor and support the removal of any hurdles in providing admission and ensuring attendance by the village panchayet.

## **SOME SUGGESTIONS FOR THE IMPLEMENTING OF UNIVERSALIZATION OF ELEMENTARY EDUCATION**

- [1] Government should immediately take action to ensure all the basic facilities in the school like safe drinking water, library, laboratory etc. are provided.
- [2] It is observed that headmaster are not very clear about the produces for admission laid down in the act, such as, how to give admission to a child who is above six years and so far not enrolled in the school; how to give special training to such students etc. Thus, an orientation programme should be organised for the head of the schools.
- [3] As stated by most of the parents and children, teaching should be activity oriented and students should be given basic knowledge of computers.
- [4] As observed, SMCs do not play their required role in these schools. So there should be an orientation cum training programme for them for the proper implementation of the Act.
- [5] The head teacher and other teacher shared their difficulty in dealing with uneducated parents of most of the children who are not bothered about their children's education. So there should be some plain orient parents also so that they become aware of their roles and responsibilities.
- [6] Government should instruct the headmasters and school management committee to be actively involved in the preparation of school development plan and monitoring of working of the schools. Classes should be held regularly and teaching should be made interactive and interesting with the use of visual aids, globes etc.
- [7] Co-curricular activities, excursions, games, dance, fine arts, quizzes should be made part of the teaching methodology. Such mythology will attract the students to the schools and help them in their personality development.
- [8] There is a serious need to assess the academic capacity of the existing training institutions. For any quality improvement the content and methodologies of the present pre-service and in-service training of teachers should be reviewed, modified and changed wherever needed. There should be a mechanism to train teachers on regular intervals so as to enable them to keep pace with the new advancements in their subjects.
- [9] Community members should be involved in the system and made aware about important provisions made in the Act as regards to students, classes and functioning of the schools. They may be encouraged to approach authorities, if they find any deviation in the functioning of the school for admission.
- [10] The local authority has duty to safeguard and promote the welfare of the children in its care.
- [11] School management committees will maintain the records of all children in the age group of 6-14 years and ensure that they are in school.

## **CONCLUSION**

It is clear that education is a fundamental right of every person and is a basic need of our life. Progress is not possible without education. To universalize elementary education the government of India took significant steps in this field. Time to time different education commission and committees gave their recommendations to realize the goal of universalizing the education. But RTE Act play specific role in the universalisation of elementary education. Such as compulsory enrolment, attendance and completion of elementary education by every child of the age of 6-14 years, infrastructure facilities, financial support, seats reservation for girls, specific teachers training facilities, implementation of curriculum structure and so many other activities are provided by the RTE Act-2009.

But in spite of that, RTE act could not achieve full success in making universalisation of elementary education. For various reasons, the activities of the RTE act were interrupted. Universalisation of Elementary Education (UEE) is the provision of education to make education for all children to complete elementary education. So, there is need to draw serious attention and action to achieve the goal of universal elementary education (UEE) in the state within short period. To make this program fully successful, the Government, school authorities and society will come forward.

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