

IMPLEMENTATION OF RIGHT TO FREE AND COMPULSORY EDUCATION ACT, 2009 - AN EVALUATIVE STUDY

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ABSTRACT

The present study was carried out with the purpose of evaluating implementation of RTE Act in Haryana with special reference to goal of achievement of Universalization of Elementary Education(UEE).For the study an interview with 60 SMC members was conducted to know their opinion on key elements regarding implementation of Act in Haryana. It was found that there had been better implementation on part of UEE, but achievement of 100%UEE is still a dream.

INTRODUCTION

The concept of universalisation signifies that education is for all and not for selected ones. It also implies that education is the birth right of every child. Thus, the state endeavors to provide elementary education to all children irrespective of caste, sex, religion, socio-economic status and place of birth or living. This will be possible if we make elementary education free and compulsory. Universalisation of elementary education means making education available to all children in the age group of 6 to 14. The Constitution (Eighty sixth Amendment) Act, 2002 inserted Article 21 A in the Constitution of India to provide free and compulsory education of all the children in the age group of six to fourteen years as a Fundamental Right in such a manner as the state may, by law, determine. This is known as Right of children to free and compulsory education Act, 2009.

RATIONALE OF THE STUDY

To achieve the goal of Universalisation of Elementary Education (UEE) RTE Act, 2009 was implemented by Govt. of India. A positive beginning was made by India but there are many problems related to dropout rate, child labour education of disadvantaged group of society creating hindrance in the path of UEE. Thus an attempt has been made by investigator to study implementation of act to achieve goal of UEE from the point of view of members of school management committee(SMC).

OBJECTIVES OF THE STUDY

1. To find out the opinion of SMC members of elementary schools towards implementation of RTE Act, 2009.
2. To find out the impact of RTE Act, 2009 on UEE.

SAMPLE

Out of 22 districts of Haryana 2 districts were selected randomly. At second stage 5 upper primary and 5 primary schools were selected from each district by lottery method. In total 20 elementary schools were selected. At third stage 3 SMC members were selected randomly from each school. Thus, in total 60 members (30 from upper primary and 30 from primary) schools were selected.

METHODOLOGY

Descriptive survey method was used.

STATISTICAL TECHNIQUE USED

Percentage and frequency distribution was used.

TOOL

A self developed interview schedule was developed.

ANALYSIS AND INTERPRETATION

Table 1.1 showing opinions of SMC members on implementation of RTE Act, 2009

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Key objective of RTE Act.	Opinion in Yes (upper primary)	Opinion in No (primary)	Total
identification of children of weaker section of society	86	74.67	80.7
Enrolment of children of weaker section	90	92	91.3
Identification of children of migrant labourer	49.33	14.25	37.3
Completion of Education of children of migrant labourer	89.33	84	86.7
Enrolment of girl child	98.67	89.33	94
Easy access to elementary school	82.67	76	79.3
Increase in retention rate	68	58.67	63.3
Identification of children with special needs	46.67	74.67	60.7
Enrolment of children with special needs	88	60	74
Achievement of goal of UEE	88	81	84.5
	N=30	N=30	N=60

Table 1.1 shows the percentage of SMC member with positive opinion on the objectives formulated in the interview schedule.

MAJOR FINDINGS

1. Most of the SMC members were in favour of statements that RTE Has helped in:
 - a. Identification of children of weaker section of society in elementary schools of Haryana.
 - b. Completion of elementary education of children of migrant labourer in Haryana.
 - c. Enrolment of girl child in elementary schools of Haryana.
 - d. Achievement of goal of UEE in Haryana.
2. Majority of SMC members were in favour of statement that RTE has helped in:
 - a. Easy access to elementary schools in Haryana
 - b. Increase in retention rate in elementary schools of Haryana
 - c. Identification and enrolment of children with special needs in elementary schools of Haryana.
3. A few of SMC members were in favour of statement that RTE has helped in
 - a. Identification of children of migrant labourer in Haryana.

CONCLUSION

It was revealed from the study that over a period of time better implementation of RTE has helped in identification and enrolment of children in elementary schools but goal of 100% Universalisation of elementary education is still a dream. Thus there is a need of some more efforts on the part of better implementation of act at grass root level.

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