



IMPLEMENTATION OF RIGHT TO EDUCATION ACT 2009 IN PURBA MEDINIPUR DISTRICT OF WEST BENGAL

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INTRODUCTION:

People or the elite class of the society and was limited only to a small section of society. Though there were compulsory education laws during British rule, not much of progress since time immemorial, education in India has been an exclusive right of higher caste was made in this direction as British government did have any need to implement this strictly. After independence, Article 45 of the newly framed Constitution stated that "the State shall endeavor to provide within a period of 10 years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years." Even then, there was not much of progress that was expected to happen. In 1968, National Policy on Education was framed which spoke about Indian government's commitment towards elementary education and National policy of education of 1986 and 1990 recommended to include RTE as a fundamental right in Indian constitution. Based on this recommendation, National policy on Education 1992 was formulated. India also signed the UN Convention on the Rights of the Child (CRC), in 1992 and started the process of adopting legislation to make education a fundamental right of the child. The passing of the act which enables Children to get Free and Compulsory Education in 2009 marks a historic moment for the children of India. For the first time in India's history, children will be guaranteed their right to quality elementary education by the state with the help of families and communities.

As per Population Census of India 2011, the Literacy rate of India has shown as improvement of almost 9 percent. It has gone up to 74.04% in 2011 from 65.38% in 2001, thus showing an increase of 9 percent in the last 10 years. It consists of male literacy rate 82.14% and female literacy rate is 65.46%. Kerala with 93.9% literacy rate is the top state in India. Lakshadweep and Mizoram are at second and third position with 92.3% and 91.06% literacy rate respectively. Bihar with 63.08% literacy rate is the last in terms of literacy rate in India. (Census of India)

As per the 2011 census, Karnataka had a literacy rate of 75.60%, with 82.85% of males and 68.13% of females in the state being literate. In 2001 the literacy rate of the state were 67.04%, with 76.29% of males and 57.45% of females being literate. The state is home to some of the premier educational and research institutions of India such as the Indian Institute of Science, the Indian Institute of Management, the National Institute of Technology Karnataka and the National Law School of India University. In March 2006, Karnataka had 54,529 primary schools with 252,875 teachers and 8.495 million students and 9498 secondary schools with 92,287 teachers and 1.384 million students. There are three kinds of schools in the state: government-run, private aided (financial aid is provided by the government) and private unaided (no financial aid is provided). The primary languages of instruction in most schools are Kannada and English.

According to the Indian sages and saints of the past, education is that which liberates man from all bondages. It helps in self-realization and brings out the best in a person. Education is essential for democracy, for improving productivity, for increasing economic growth, for bringing out desirable changes in the society and for national development. Promotion of education is important for individual and social well-being. Keeping all these factors in mind, the government made education a right of every child. The RTE act came into place to ensure that every child gets an education and is not deprived of it because of the lack of economic resources or the presence of a disability. Though the intentions of the act and policy is impeccable, it becomes necessary to understand the practical difficulties faced by all the stakeholders on ground and the feasibility of this clause. The main focus in this research is the 25% reservation quota in private schools for disadvantaged children and children from weaker sections of the society.

The free education in private schools is only from 6 to 14 years of age. After 14 years, which will be 8th grade, the children either have to pay fees, dropout of school or join in a government school. This puts pressure on children who want to continue studying but their parents cannot afford it. The RTE children join in the school in the 1st standard and go on till the 8th standard.

The information collected becomes very significant as we can have deep insights into the status of achievement of goals by implementation of the act. It also provides a provision to analyze status of implementation of RTE, awareness and understanding of the provisions of RTE amongst management, teachers and parents of children studying private schools and the challenges each stakeholder is facing. Through this study we will know if the Act is helping the children actually or it is a failed attempt.

It also helps us to understand how much of real awareness exists as a whole - a parent being aware of their rights, management and teachers awareness, attitude and accountability and make all of them take an active role in the enforcement of steps necessary for the implementation of this act resulting in reaching the very goal of this act.

OBJECTIVES OF THE STUDY:

Following are the objectives of this study:

1. To develop a questionnaire for right to education act.
2. To compare the rural boys students and rural girls students in Implementation of Right TO Education Act 2009.
3. To compare the urban boys students and urban girls students in Implementation of Right TO Education Act 2009.
4. To compare the rural boys students and urban boys students in Implementation of Right TO Education Act 2009.
5. To compare the urban girls students and rural girls students in Implementation of Right TO Education Act 2009.
6. To compare the rural students and urban students in Implementation of Right TO Education Act 2009.

HYPOTHESIS OF THE STUDY:

Considering the objectives from 2 to 6, the researcher framed the following hypothesis:

H₁: There is significant mean difference between rural boys students and rural girls students in Implementation Scenario of Right To Education Act 2009.

H₂: There is significant mean difference between rural boys students and urban boys students in Implementation Scenario of Right To Education Act 2009.

H₃: There is significant mean difference between urban girls students and rural girls students in Implementation Scenario of Right To Education Act 2009.

H₄: There is significant mean difference between urban boys students and urban girls students in Implementation Scenario of Right To Education Act 2009.

H₅: There is significant mean difference between rural students and urban students in Implementation Scenario of Right To Education Act 2009.

IMPORTANT TERM DEFINED:

❖ The act about :

Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th constitution Amendment Act added Article 21A. The right to education act seeks to give effect to this amendment.

The government schools shall provide free education to all the children and schools will be managed by school management committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.

The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

❖ Free and compulsory elementary education:

All children between the ages of 6 and 14 shall have the right to free and compulsory elementary education at a neighbourhood school.

There is no direct (school fees) or indirect cost (uniforms, textbooks, mid-day meals, transportation) to be borne by the child or the parents to obtain elementary education. The government will provide schooling free-of-cost until a child's elementary education is completed.

REVIEW OF RELATED LITERATURE:

Chaturvedi & Kuldeep (2015): Article emphasis on salient feature of RTE Act 2009 its characteristics and main challenge of implementation. By this act the Government has given guarantee to provide free & compulsory education to all the children from the age group of 6-14 i.e. 8 year of elementary education will be free in the appropriate class room of neighbouring school.

Dua (2014): In this article the author has considered RTE Act from the point of view of gender discrimination especially for women. The benefits & implementation of RTE Act for women are mostly emphasised by taking into consideration the historical background of the RTE Act and also social status of women.

Hussain (2014): This article emphasises mainly on historical background & the need of RTE Act, 2009, The framers of our Constitution have mentioned this right to education in the Directive Principle of State Policy (DPSP) with the aim of achieving success within in 10 years of the independence of India, which we could not get within 50 years.

Kales & Thakar (2014): The article deals with RTE Act 2009, its salient features & the main challenges in implementation by considering basic objective behind passing this law.

Kumar (2014): With the basic objective of comparing mean scores about awareness of RTE Act 2009 amongst male & female teacher; junior & senior teachers; married & unmarried teachers and by using sampling methods a survey was carried on . T

Nisha (2014): The present article emphasises on exploring & analyzing constructions of public education amongst left leaning education activists in India.

Dalal (2013) : The basic concern included in this Article is the plans of Government , state and central for the purpose of increasing awareness & proper implementation of RTE Act, 2009.

Kant (2013): After the Sincere efforts from 2004-2009 India became a part of 135 countries of the world by passing free & compulsory education to the children by the name of RTE Act, 2009.

Kaur (2013): The article is the basis for policy perspectives regarding Univesalisation of Elementary Education (UEE) in colonial & free India. It covers historical background for providing right to education along with the constitutional provisions & efforts of the Government for passing the RTE Act, 2009.

Kumar (2013): Article emphasizes on the crucial role of education in maintaining education equity in the country which further leads to Sustainable Development of a country. It takes in to consideration so many national plans. It covers challenges which the country is facing while implementing this RTE Act.

Manichander (2013): Article focuses on historical background & salient feature of RTE Act. The role of the State in implementing RTE Act is considered along with the provisions for out of school children & coordination between various implementing agencies.

Ojha (2013): In this article the historical background of RTE Act along with salient features of the Act and also the provision of UDHR about RTE and the other International covenants are considered.

Barberillo (2012): In India the women's movement & the Government have done much to empower women education & to build the gender gap.

THE RIGHT TO EDUCATION ACT (RTE) 2009:

The Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 - 14 in India under Article 21A of the Indian Constitution.

METHODOLOGY OF THE STUDY:

The method used in the present study was descriptive or public opinion survey type research (Mixed Research). The researcher followed the following steps in her study:

- Firstly, the researcher prepared a questionnaire about right to education act 2009, containing fifty questions of five dimensions.
- He selected the sample.
- Then he applied the questionnaire on the sample.
- After that, he made expert opinion for the standardization the test.
- Next step of his study was scoring the questionnaire.
- At last, he analysis the data with different statistical techniques.

VARIABLE INCLUDED:

The researcher considered the following variables:

RTE Act Questionnaire, Rural, Urban, Boy and Girl.

POPULATION FOR THE STUDY:

In the present study the investigator has taken students from W.B.B.S.E. as population. From the total population the researcher selected only class VIII students.

TOOLS USED FOR THIS STUDY:

In order to carry out the present investigation, the necessary tools were developed and employed by the researcher, which is given below-

- ❖ Questionnaire (To be filled by student)
- ❖ Observation.

CONSTRUCTION OF TOOLS:

At first, the researcher prepared a questionnaire comprised of fifty statements and one closed ended questionnaire for the elementary students of Purba Medinipur district. Items of the questionnaire were from different dimension of RTE Act 2009, after preparing items, those were scrutinized by the researcher in conclusion with his guide and expert. On the basis of experts opinion items were modified and attended as necessary. After selection of the items of five different types answer (Always truth, Truth, Indifferent, Partial truth, fully wrong) was prepared. Always truth, Truth, Indifferent, Partial truth, Fully wrong five types of scale the students have to choose one of those and put a tick mark which she/he find appropriate.

SAMPLE AND SAMPLING TECHNIQUE:

The researcher considers the purposive sampling technique for the selection of sample from population. From the total population the researcher selected 400 elementary students for the present study as sample. The division of sample for different groups was given below:

Table-1: Distribution of sample according to Gender and Location

Name of the school	Area of the school	Number of the boys students	Total boys students	Number of the girls students	Total girls students	Total students
Mahammad pur Deshapran Vidyapith(H.S.)	Rural	40	107	34	93	74
Manoharpur Bandhab High School(H.S.)	Rural	37		32		69

Mabarakpur Adwaita Memorial S.C. High School(H.S)	Rural	30		27		57
Paranchak Siksha Niketan(H.S.)	Urban	53	96	55	104	108
Haldia Punarbasan Vidyaniketan (H.S.)	Urban	43		49		92
Total	-	-	203	-	197	400

STATISTICS USED:

- **Descriptive Statistics: Mean, S.D etc.**
- **Inferential Statistics: t- test only**

PROCEDURE OF DATA COLLECTION:

After the preparation of questionnaire it was administrated to the higher secondary schools in Purba Medinipur district. The researcher personally visits the higher secondary schools of Purba Medinipur district. Here he met the Head master/Head mistress of higher secondary schools in Purba Medinipur district and produced the forwarding letter of Dr. Arjun Chandra Das, Assistant professor of Department of Education, University of Kalyani; then with the permission of the Head master /Head mistress he apply the questionnaire on the students of higher secondary schools of Purba Medinipur district .The schools are in the above Table.

Then the questionnaire was distributed among the students. The investigator told them to read the general instructions given in the front page and respond to each item by putting a tick mark out of five options given. The difficulties in understanding the items were clarified by.

DIMENSIONS:

The five dimensions are-

- Right of children to free and compulsory education.
- Duties of state government, local authority.

- Maintenance of records of children by local authority.
- Responsibilities of schools and teachers.
- Duties to be performed by teachers for the purpose of clause (F) to section 24(1).

ANALYSIS AND INTERPRETATION OF THE DATA BY T-TEST

H₀₁: There is no significant mean difference between rural boys students and rural girls students in Implementation Scenario of Right To Education Act 2009.

Table-2, showing ‘t’-test value between total rural boys and total rural girls students on the criteria of Implementation Scenario of Right to Education Act -2009.

Group	N	Mean Score	Mean difference	SE _D	df	t-value
Total Boys	107	168.79	0.23	2.85	198	0.081 _{NS}
Total Girls	93	169.02				

NS=Not Significant

From the table-2, it is seen that calculated t-value 0.081 is less than the table value 1.96 at 0.05 level of significance. Therefore it can be said that the ‘t’ value is not significant and null hypothesis is accepted. Hence it can be concluded that there is no significant difference between total boys and girls students in their Implementation Scenario of Right to Education Act -2009.

H₀₂: There is no significant mean difference between urban boys students and urban girls students in Implementation Scenario of Right To Education Act 2009.

Table-3, showing ‘t’-test value between total urban boys and total urban girls students on the criteria of Implementation Scenario of Right to Education Act -2009.

Group	N	Mean Score	Mean difference	SE _D	df	t-value
Total Urban Boys	96	164.21	0.29	2.54	198	0.114 _{NS}
Total Urban Girls	104	164.5				

NS=Not Significant

From the table-3. it is seen that calculated 't'-value 0.114 is less than the table value 1.97 at 0.05 level of significant . Therefore it can be said that the 't'-value not significant and null hypothesis is accepted. Hence it can be concluded that there is no significant difference between total boys and girls students in their Implementation Scenario of Right to Education Act -2009.

H₀₃: There is no significant mean difference between urban boys students and rural boys students in Implementation Scenario of Right To Education Act 2009.

Table-4, showing 't'-test value between total rural boys and total urban boys students on the criteria of Implementation Scenario of Right to Education Act -2009.

Group	N	Means Score	Mean difference	SE _D	df	t-value
Total Rural Boys	107	168.79	4.58	2.98	201	1.54 _{NS}
Total Urban Boys	96	164.21				

NS=Not Significant

From the table-4, it is seen that calculated 't'-value 1.54 is less than the table value 1.97 at 0.05 level of significant. Therefore it can be said that the 't'-value is not significant and null hypothesis is accepted. Hence it can be concluded that there is no significant difference between total boys and girls students in their Implementation Scenario of Right to Education Act -2009.

H₀₄: There is no significant mean difference between urban girls students and rural girls students in Implementation Scenario of Right To Education Act 2009.

Table-5, showing 't'-test value between total Rural Girls and total urban girls students on the criteria of Implementation Scenario of Right to Education Act -2009.

Group	N	Means Score	Mean difference	SE _D	Df	t-value
Total Rural Girls	93	169.02	4.52	2.39	195	1.89 _{NS}
Total Urban Girls	104	164.5				

NS=Not Significant

From the table-5. it is seen that calculated 't'-value 1.89 is less than the table value 1.97 at 0.05 level of significant . Therefore it can be said that the 't'-value is not significant and null hypothesis is accepted. Hence it can be concluded that there is no significant difference between total rural girls and total urban girls students in their Implementation Scenario of Right to Education Act -2009.

H₀₅: There is no significant mean difference between total rural students and total urban students in Implementation Scenario of Right To Education Act 2009.

Table-6, showing 't'-test value between total rural students(boys+girls) and total urban students(boys+ girls) on the criteria of Implementation Scenario of Right to Education Act -2009.

Group	N	Means Score	Mean difference	SE _D	Df	t-value
Total Rural Students	200	168.85	4.2	1.92	398	2.19*
Total Urban Students	200	164.65				

*Significant at 0.5% level

From the table-6 . it is seen that calculated 't' -value is 2.19 which is lordly than the table value 1.97 at 0.05 level of significant . Therefore it can be said that the 't'-value is significant and null hypothesis is rejected. Hence it can be concluded that there is significant difference between total rural students(boys+girls) and total urban students(boys+ girls) in their Implementation Scenario of Right to Education Act -2009.

FINDINGS:

The researcher had formulated five research questions and five hypotheses. Thus it can be concluded from the study that:

1. Showing result in first t-test, it can be concluded that there is no significant difference between rural boys and rural girls students in their Implementation Scenario of Right to Education Act -2009.
2. Showing result in second t-test, it can be concluded that there is no significant difference between urban boys and urban girls students in their Implementation Scenario of Right to Education Act -2009.
3. Showing result in third t-test, it can be concluded that there is no significant difference between total rural boys and total urban boys students in their Implementation Scenario of Right to Education Act -2009.

4. Showing result in forth t-test, it can be concluded that there is no significant difference between total rural girls and total urban girls students in their Implementation Scenario of Right to Education Act -2009.
5. Showing result in fifth t-test, it can be concluded that there is significant difference between total rural students(boys+girls) and total urban students(boys+ girls) in their Implementation Scenario of Right to Education Act -2009.

CONCLUSION:

From the findings of the whole study it could be concluded that there was significant relationship between rural boys and rural girls students, between urban boys and urban girls students, between urban boys and rural boys students, between urban girls and rural girls students and between rural students and urban students in implementation of right to education act in Purba Medinipur district.

In this study the researcher was observed that how much implementation of right to education act are same rural boys and girls students and urban boys and girls students but the implementation of right to education act are different of total rural students and total urban students. So, it could be said that highly significant different total urban students and total rural students.

On the other hand in case of implementation of right to education act of rural boys and rural girls students, urban boys and urban girls students, total rural boys students and total urban boys students, total rural girls students and total urban girls students were significant relationship.

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