



Rayat Shikshan Sanstha's
DR. PATANGRAO KADAM MAHAVIDYALAYA
Ramanandnagar(Burli) Dist. Sangli (MH) India

UNVEILING THE SECRETS OF HIGH IMPACT RESEARCH PREREQUISITE PERSPECTIVES



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Right To Education Act- Challenges in Implementation

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Introduction:

Education is a powerful tool that can solve any issue. It is the tool that allows every society to adapt, grow, and survive. In order for knowledge and skills to be smoothly transmitted to future generations, it is imperative that younger generations pass them on to older generations. With education, we become more aware of who we are, can see our goals, and then go out and achieve them. Consequently, education serves as a means of empowering law-abiding citizens through socioeconomic mobility, preparing them for meaningful lives, reducing social and economic inequality, and ultimately igniting the concepts of growth and development simultaneously. Analysis must be done on the paradigm shift from education as a means of acquiring knowledge to education as a means of cost recovery. Education is the most potent instrument for moulding a person's personality and character, which in turn moulds the character and personality of the nation.

RTE Act of 2009 Constitutional Amendments:

In essence, the RTE idea was incorporated into the Indian Constitution's General Principles of State Policy. Article 45, however, said that the State "shall endeavour to provide, within ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen." It was first adopted by the Constituent Assembly in November 1949. In addition, the State must, among other things, employ measures to guarantee the right to education "within the limits of its economic capacity and development," according to Article 41. The following are among the provisions made by the RTE Act:

- i) Children's right to receive a free and obligatory education in a neighbourhood school until they have completed their elementary education.
- ii) It makes it clear that "compulsory education" refers to the duty of the relevant government to ensure that every child in the ages of six to fourteen age range receives free elementary education as well as mandatory admission, attendance, and successful completion of elementary education. Free implies that no child will be required to pay any fees, charges, or expenses that would keep them from pursuing and finishing their elementary education.
- iii) It provides for the age-appropriate admission of a child who is not admitted.
- iv) It details the roles and responsibilities of local governments, parents, and relevant governments in delivering free and obligatory schooling, as well as the division of monetary and other obligations between the state and federal governments.
- v) It establishes regulations and standards pertaining, among other things, to teacher work hours, school working days, buildings and infrastructure, and pupil-teacher ratios (PTRs). By guaranteeing that each school maintains the designated student-teacher ratio—rather than using it as an average for the State, District, or Block—it allows for the logical deployment of teachers and prevents a disparity in teacher postings between urban and rural areas.
- vi) It also prohibits using teachers for non-educational purposes, except for local government elections, state legislatures, and parliament elections, and the decennial census.
- vii) It arranges for teachers who have received the necessary entry and training to be appointed as teachers' academic credentials.
- viii) It forbids (a) physical abuse and psychological harassment; (b) child admission screening procedures; (c) capitation fees; (d) private teacher tuition; and (e) overlooked school operations.



- ix) It calls for the creation of curricula that are consistent with the principles outlined in the Constitution and that guarantee a child's complete development by utilizing a framework of child-friendly and child-centred learning to build on the child's knowledge, potential, and talent and to liberate them from trauma, fear, and anxiety.

Although the state first guarantees it as a "right," it eventually becomes a "compulsion" for the indicate to take appropriate decisions to guarantee equity for all. Because it was legally binding, everyone else including children, their parents, their extended families, and society at large was held accountable for the same actions. Section 8(c) guarantees Students from underprivileged or weaker sections are not subjected to discrimination or prevented from pursuing additional education for any reason. This change in and of itself presents a significant challenge because, at first, the system focused on selection before the child formally entered school, labelling and judging the child as slow and a failure even in cases where educational institutions chose to disregard the idea that any child ought to grow and learn in an environment that would ensure quality education to them, thus undermining the very foundation of "equitable" quality. This framework does, however, also serve as a reminder that the notion of "merit," which is frequently determined by entrance exams, results in the mask of social advantages. Students from "disadvantaged backgrounds" require greater financial, academic, and psychological support from the system. This is because the promotion of "equitable quality," rather than preferred or differential quality, would only serve to further deprive the already impoverished. At any grade level, it is practically unattainable to test the students based on the same prior knowledge or abilities. In reality, these cooperative and non-threatening methods of evaluation result in a qualitative learning experience for all.

Challenges in Implementation of RTE-

- 1) Despite the Act's list of minimum requirements for teachers, it is very challenging to improve the qualitative requirements without additional teacher training institutions, foundations/principles, content, and in-class development methodologies.
- 2) The act makes no mention of upholding standards and preserving quality in order to award or refuse recognition.
- 3) The no-detention policy makes it difficult to assess each learner's learning outcomes, which undermines the ideas of universal learning and mastery learning.
- 4) Establishing a strong Grievance Redressal Mechanism—which entails registering, fully investigating, and responding within a strict time frame—is crucial to the effectiveness of RTE.
- 5) The lack of funding for hiring teachers, providing infrastructure, constructing a simple building that is leak-proof during monsoons, shielding occupants from summer heat and winter cold, and providing basic sanitation facilities like separate, spotless restrooms, clean drinking water, a blackboard, and multipurpose open spaces.
- 6) Experts have consistently maintained that any success or failure should always be viewed in the context of the situation. It is necessary to create and strengthen a parallel structure similar to the founder of Sarva Shiksha Abhiyaan. The duty of teachers is limited to providing services; they do not actually create the conditions necessary for students to be able to construct their knowledge and learning.

There is much debate over why the state does not prioritise education given that 90% of it is still provided by private institutions.

- 7) Kids between the ages of three and six are not given any kind of education. Thus, preschool education is necessary and ought to be a part of the core curriculum.
- 8) The National Curriculum Framework, 2005 completely sidelines the emphasis on the arts and poetry. Instead, students should be taught in a language they can communicate in. For example, many students need to be persuaded to attend school. In this situation, we need a strong system of motivation and encouragement to ensure they continue.
- 9) The overburden of non-academic activities with heavy workloads is the reason behind the poor performance of government schools. The admissions do occur, but students withdraw; books that are supposed to be supplied show



up either halfway through the session or right before it ends. Absenteeism among students, a shortage of classroom furniture, chairs, as well as desks, the blackboard; bathroom, drinking water, money released at year's end, and job openings. Thus, our basic query is: How can we doubt the provision of high-quality service?

Suggestions for the Effective Implementation of RTE

The learning levels of schoolchildren are declining, as evidenced by numerous studies, and the Indian education system is failing to meet its goals. In government schools, the problems of teacher absenteeism and teacher shortages persist. The number of dropouts is rising annually. Nepotism, corruption, and bribery are present in teacher appointments and transfers as well as in the permits and acceptance of institutions. The failure testing system was solely grade-oriented. Following suggestions can be made to enhance the effectiveness of RTE:

1. The age range should be 3–17 years old. Several studies have shown that a child's brain develops most until the age of 5, so this is the time when a student should be exposed to receiving a high-quality education.
2. The state is involved in the introduction of technical courses in fields such as food processing, media, entertainment, telecommunications, IT, and automobile construction.
- 3) While the American Common School System was effective in providing high-quality education in the past, it should be combined with the A model Learning System, which is based on societal demands and needs. A successful model for Build-Operate-Transfer is Public Private Partnership.
- 4) The Constitutional Right of Children to Free and Compulsory Education Act, 2009 should amend the clause that states that "no child will be held back, expelled, or compelled to pass a board examination as long as they have completed elementary education," as this will undermine the entire idea of learning.
- 5) Each participant, including parents, communities, welfare organizations, and panchayats, should take an active part in the education of children because it is a two-way process that cannot produce the desired outcomes if efforts are only carried out in one direction.
- 6) The government ought to give education a larger budget.
- 7) Parent-teacher communication should to be encouraged on a regular basis.
- 8) The Mid-Day Meal's quality needs to be continuously monitored.
- 9) The most important infrastructure projects should focus on classrooms, furniture, restrooms, and clean drinking water.
10. While the state's primary responsibility is to educate children, other non-governmental organizations, and civil organizations in society ought to provide more assistance.
11. Classrooms are recognized as learning spaces where kids acquire the confidence to tackle challenging circumstances, complete tasks without hesitation, and interact freely, meaningfully, and joyfully with teachers, classmates, and other instructional materials their skills, so that the government should provide the necessary facilities.

Conclusion:

The goal of the Right of Children to Free and Compulsory Education Act, 2009, was to guarantee that Indian children could receive an education that was child-friendly, high-quality, and focused on the needs of the child. In accordance with the requirements of this Act, it will set a deadline for the implementation of a number of provisions, such as neighbourhood schools, infrastructure, maintaining recruitment as a pupil-teacher ratio, and other facilities. Since it went into effect in April 2010, a number of deadlines have passed and not a single state has been able to fully implement the RTE Act. Only 10% of schools nationwide across the nation were ultimately able to meet the RTE Act's requirements. Notification of this was sent to all states and territories within the Union.



To make sure the RTE Act is being implemented, 32 states have designated monitoring agencies. Nevertheless, the budget a small amount has been allocated to education. It won't go as far as is necessary to put the same into practice. Regulations prohibiting board exams, private tuition, corporal punishment, capitation fees, and other. Two child-centred initiatives have already been executed through the procedure for screening and the no-detention policy. The Teacher Eligibility Test (TET), modifications to the requirements for hiring teachers, the teacher training programme, and other reforms have been put into place. Despite almost seventy years of independence, some Indian leaders have failed to address the issue of literacy, ignoring it as a crucial component of human resource development. With the modern Social State concept, the state's primary responsibility is to ensure that all children receive free health care and free education without any form of discrimination, as these are prerequisites or requirements for the right to life. Of 135 countries, only India could claim pride in offering free schooling as a fundamental human right at that point. A solid educational foundation for our nation's future generations can be developed over time, and the RTE Act and its recommendations may prove to be an important step towards that end.

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