



## **RIGHT TO EDUCATION ACT CHALLENGES IN ITS IMPLEMENTATION IN RURAL AREAS OF BURDWAN DISTRICT: A SURVEY STUDY**

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### **ABSTRACT**

*Everyone has the right to education act .The UN recommendation has been reinforced in the provisions of the right of children to free and compulsory Education(RTE)Act-2009; which came into effect in India on 1<sup>st</sup> April 2010,enshring in law for the first time the right of all children aged between 6-14 years to free and compulsory elementary education regardless of cast, class, gender etc .The present paper tries to investigate the right to education act challenges in its implementation in rural area of Burdwan district, for this purpose 50 schools were taken to investigate the rural mention area. Self prepared questionnaire was used to collect information from primary school teachers in the district. By rating the teachers' opinion in five point scale. After getting information All collected data were show in graphical representation.*

**Key words** -Education, RTE-Act, Challenges, Rural area

## **Introduction**

Right to Free and Compulsory Education(RTE) Act was enacted in August 2009 which came into effect in India on 1<sup>st</sup> April, 2010.The act provisions for a free and compulsory education between the ages 6-14 years up to their elementary education. RTE-Act is implemented as one of India's flagship programme for elementary education. This implementation had given a new thrust to the education of rural and urban areas 6-14 years children, but not expected enrollment of rural children primary education. So the objectives of universalisation of elementary education could not have achieved.

According to latest figure from the human development ministry approximately more than 80 lack children are out of school .These children can be classified into three categories : A) Victims of trafficking, B) Not enrolled in the school C)Dropped out from schools. Also barriers availability of infrastructure facilities, gender discrimination, lack of required pupil-teacher ratio, lack of proper punishment, quality of education and teacher.

### **Important Features of RTI:**

- The RTE Act 2009 envisages quality and compulsory education to every child in elementary education.
- No child is liable pay any kind of free or charges or expenses which may prevent the child from pursuing and completing elementary education.
- The Act also make provisional for a non-admitted child to be admitted to an appropriate class.
- Action the part of the Government and local authority to establish a school within the limits of the neighbourhood , within a period of three years from the commencement of this Act: also to ensure and monitor admission, attendance and completion of elementary education by every child.
- With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children may make necessary arrangement for providing free pre- school education for such children.
- It stipulates that no school refuse admission to any child on any groups.

- Any school or person, while admitting a child shall not collect any capitation fee and subject either the child or his/her parents to any kind of screening procedure.
- The Act also provides for adequate number of qualification and trained teachers.
- All the schools to ensure paper infrastructure.
- Maintenance of teacher-student ratio as per prescribed norms, provision of necessary facilities in the school, student friendly education etc.
- With an aim to promote inclusive group, the Act also provides for 25% reservation for children belonging to marginalized sections of society.
- There are also provisions in the Act like prohibiting corporal punishment, detention and expulsion till the completion elementary education.
- The Act provides for the development of curriculum in consonance with the values enshrined in the constitution and for all round development of the child.
- The curriculum the curriculum should provide for the learning through exploration ; building up child's knowledge talent and potentialities; development of physical and mental abilities to the fullest extent; learning through activities, discovery and
- exploration in child-friendly and child-centered manner; making the child free of trauma, fear and anxiety and helping the child to express views freely; comprehensive and continues evaluation of child's understanding of knowledge.
- Making it a duty of parents/ guardians to admit their child, in the neighbourhood school

### **Objectives of the study**

1. To analyze the challenges of implementation of RTE- Act ( Right to free and compulsory education ) in primary education.
2. To find out infrastructure of the primary school in rural area.
3. To investigate about psychological approach in Teaching learning process.

### **Research question**

1. What are the challenges to implement of RTE act in primary education?
2. What are the area of hurdle to implement of RTE act 2009 in primary education?

3.What are the basic infrastructure of primary school to support RTE act in rural area?

### **Significance of the Study**

This study is very significant as this provides an insight into the challenges of implementation of RTE-Act in rural areas primary school, infrastructures system, teaching- learning process, of the provisions of RTE-Act, around the study area. The challenges in RTE-Act implementation in rural areas raised in the study will help all the stakeholders to become aware of their rights, take an active role in the enforcement of these rights and implement more effectively and fruitfully to have a better quality education for the students for whom this act is meant.

### **Limitation of the study**

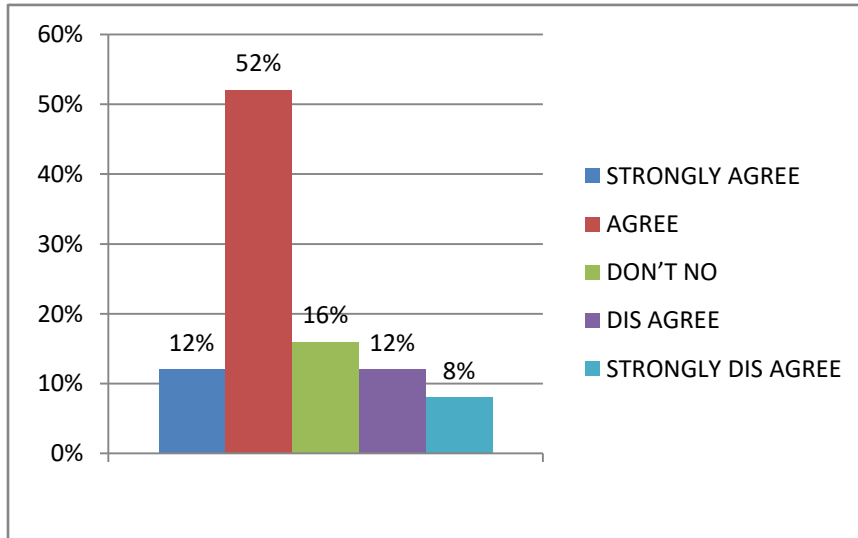
Present study covers very small sample of government primary school from Asansol in Burdwan district. Various tools could not be extensively used , due to limited time span of three month.

### **Research Methodology**

The present study which is designed to study Right education act challenges in implementation in rural area is a descriptive study in survey method. The data in this study was collected through a researcher for primary student class ( I – IV ). Questionnaire ( Rating Scale 5 point) contained was prepared on the basis of some important provisions as provided in the act. The Target population of the study is rural areas primary school ( I – IV class ) in the district of Burdwan. Schools are selected for the collection the data to complete the research work. The Target population of the study is rural areas primary school ( I – IV class ) in the district of Burdwan. Schools are selected for the collection the data to complete the research work. In order to carry out the present investigation, the necessary tools were developed, collected and employed by the researchers which given below .A questionnaire prepared by the researcher basing on RTE -2009 provision of rules and regulation. The researcher after the preparation of the questionnaire, it was administered to the primary school teacher. The researcher greeted and after briefing his identity explained the purpose of giving them the questionnaire. They were assured that the information given by them will be treated confidential; some of the items which seemed difficult were clarified by the researcher.

## Objective wise analysis and interpretation

**OBJECTIVE 1 :-** 1To analyse the challenges of implementation of RTE act-2009 (Right to free and compulsory education) in primary education .



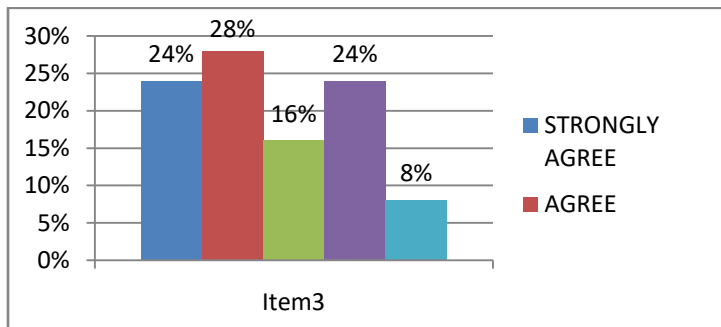
### Interpretation:-

In the view of the above question, due to the opinion from teachers, 12 % strongly agreed, 52% agreed, 12% disagree and 8% strongly disagreed. And there 16% of teachers have not expressed any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 64 percent teachers are supported this view.

### Objectives:-2

To find out the infrastructure of the primary school in rural area.

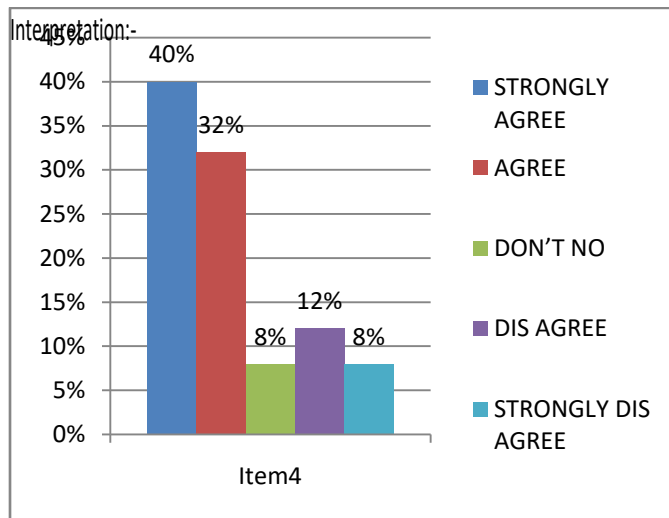
Item:-1 The school has proper drinking water facilities



Interpretation:-In the view of the above question, due to the opinion from teachers, 24% strongly agreed 28% agreed, 24% disagree and 8% strongly disagreed. And there 16% of teachers have not expressed any opinion on this.

Thus the above pillar picture clearly shoes that among 25 teachers, 52 percent teachers are supported this view.

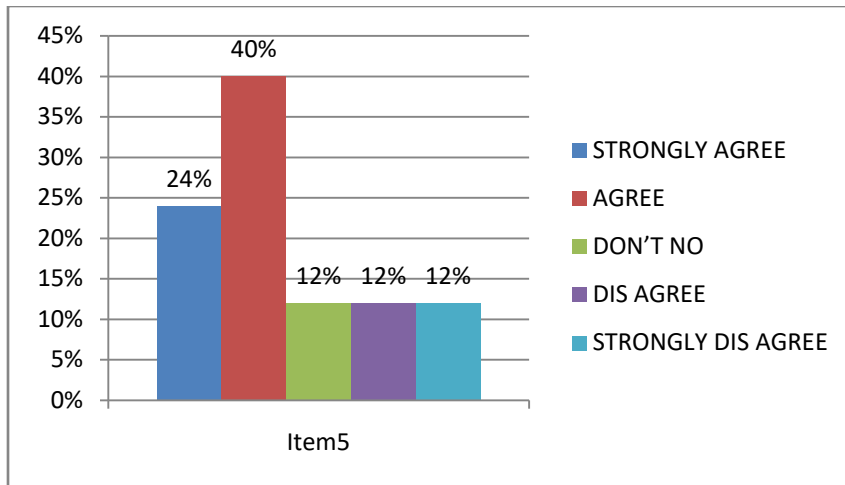
**Item:-2 Schools have toilet facilities.**



**Interpretation:-**

In the view of the above question, due to the opinion from teachers, 40% strongly agreed 32% agreed, 12% disagree and 8% strongly disagreed. And there 8% of teachers have not expressed any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 72 percent teachers are supported this view.

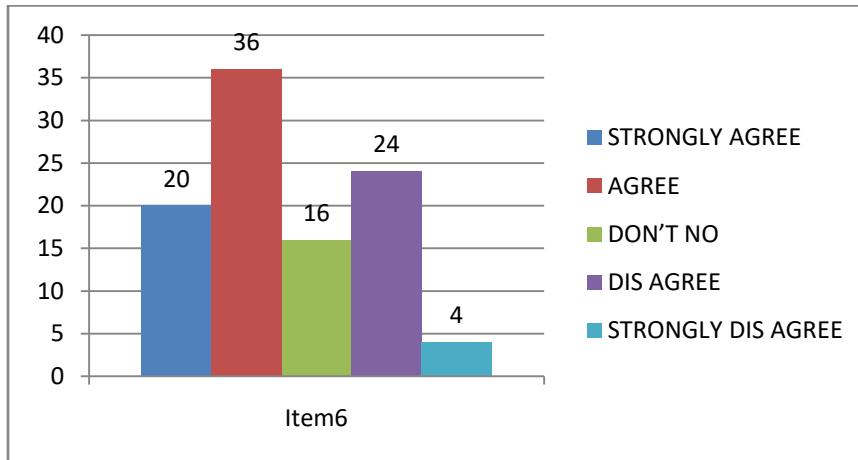
**Item:-3 Children’s have separate toilet facilities in school.**



**Interpretation:-**

In the view of the above question, due to the opinion from teachers, 24% strongly agreed 40% agreed, 12% disagree and 12% strongly disagreed. And there 12% of teachers have not expressed any opinion on this .Thus the above pillar picture clearly shoes that among 25 teachers, 64 percent teachers are supported this view.

**Item:-4 Schools have play ground facilities.**

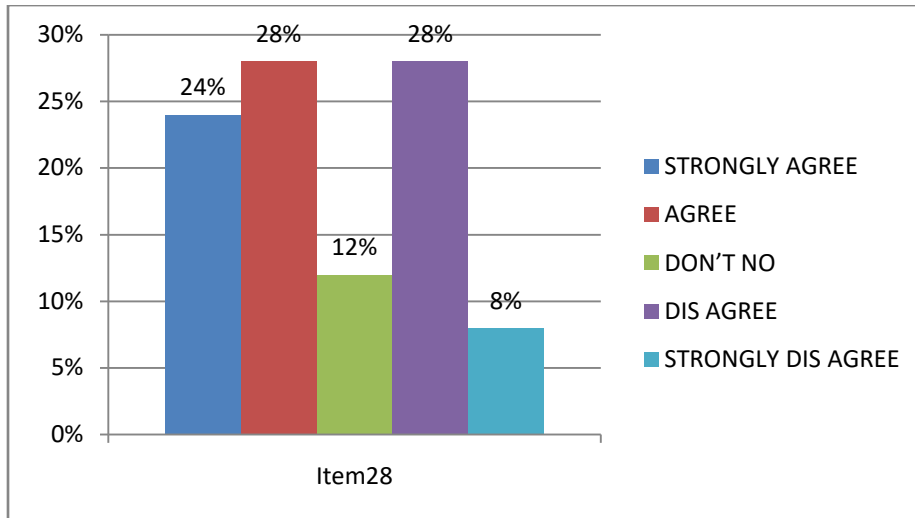


**Interpretation:-**

In the view of the above question, due to the opinion from teachers, 20% strongly agreed 36% agreed, 24% disagree and 4% strongly disagreed. And there 16% of teachers have not expressed

any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 56 percent teachers are supported this view.

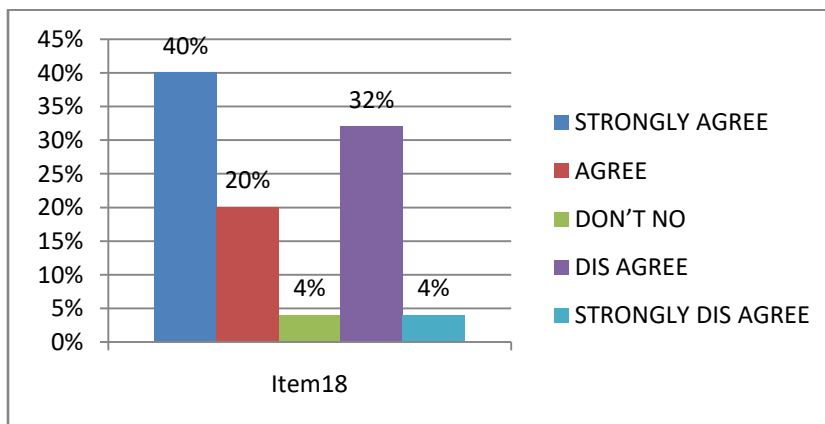
**Item:-5 The school ground have a boundary.**



**Interpretation:-**

In the view of the above question, due to the opinion from teachers, 24% strongly agreed, 28% agreed, 28%disagree and 8% strongly disagreed. And there 16% of teachers have not expressed any opinion on this .Thus the above pillar picture clearly shoes that among 25 teachers, 52 percent teachers are supported this view.

**Item:-6: The school have adequate classroom facilities.**

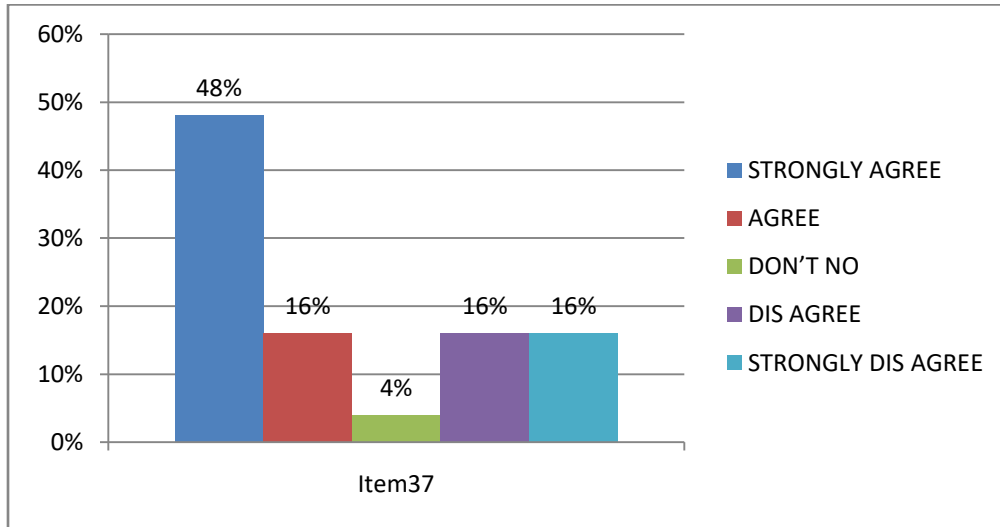




**Interpretation:-**

In the view of the above question, due to the opinion from teachers, 40% strongly agreed, 20% agreed, 32% disagree and 4% strongly disagreed. And there 16% of teachers have not expressed any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 60percent teachers are supported this view

**Item:-7- The school have a library facilities.**



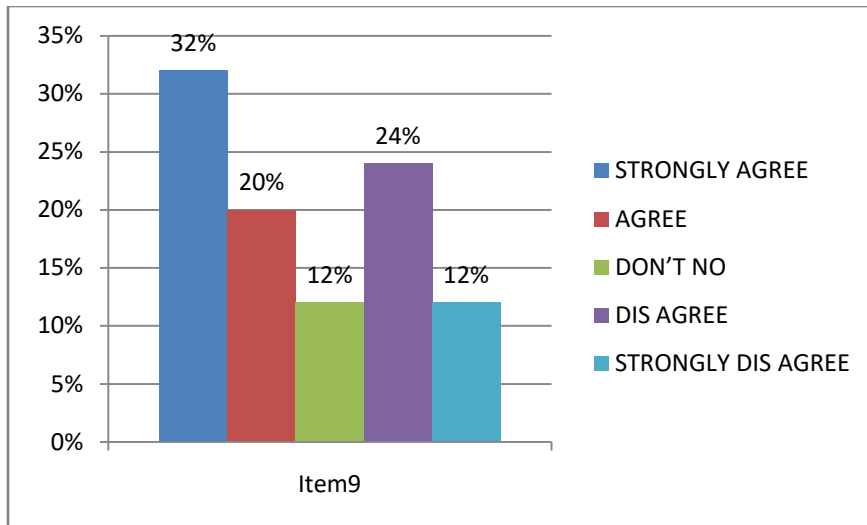
**Interpretation:-**

In the view of the above question, due to the opinion from teachers, 48% strongly agreed, 16% agreed, 16% disagree and 16% strongly disagreed. And there 4% of teachers have not expressed any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 64percent teachers are supported this view.

**Objective:-3**

To investigate about psychological approach in teaching learning process.

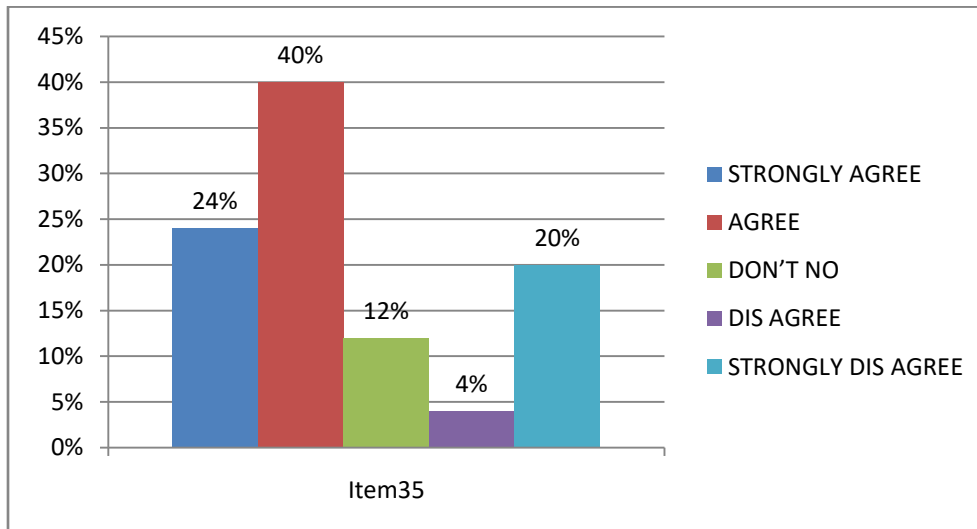
**Item:-1 Students are taught by psychological compliant procedure**



**Interpretation:-**

In the view of the above question, due to the opinion from teachers, 32% strongly agreed, 20% agreed, 24% disagree and 12% strongly disagreed. And there 12% of teachers have not expressed any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 52 percent teachers are supported this view.

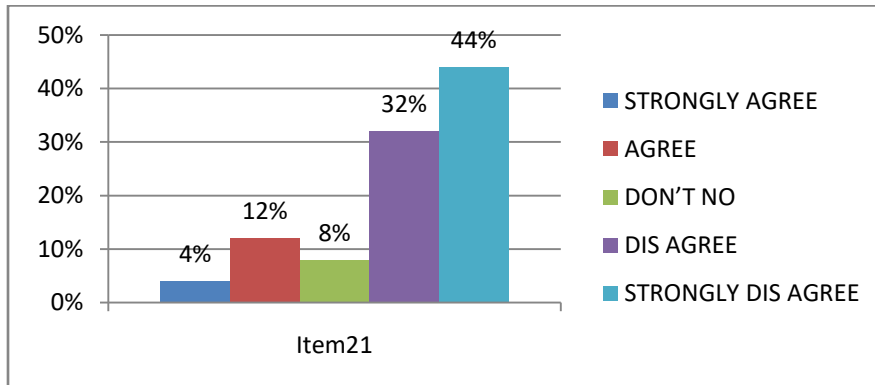
**Item:-2 -The students performance measurement in whole years.**



### Interpretation:-

In the view of the above question, due to the opinion from teachers, 24% strongly agreed, 40% agreed, 4% disagree and 20% strongly disagreed. And there 12% of teachers have not expressed any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 64percent teachers are supported this view

### Item:-3 The students are given mental and physical punishment.



### Interpretation:-

In the view of the above question, due to the opinion from teachers, 4% strongly agreed, 12% agreed, 32% disagree and 44% strongly disagreed. And there 8% of teachers have not expressed any opinion on this. Thus the above pillar picture clearly shoes that among 25 teachers, 76 percent teachers are supported this view.

## FINDINGS OF THE STUDY

1. Major percentage teachers explanation their opinion that children in rural area have to face many obstacles in primary education
2. Major percentage teachers explanation their opinion infrastructure system (Drinking water, toilet, class room, teaching aids) are medium category
3. 50 % teachers are supported students are taught by psychological compliant procedure.
4. Major percentage teachers supported students, teachers regularity and their punctuality in school.

5. Major percentage teachers explanation their opinion that the children's socioeconomically status are very low in rural area.
6. Major percentage teacher explanation their opinion the awareness about RTE Act among local school authority and guardians in primary school.

### **Further Implementation**

1. Sample size of this study may be enlarged in other class of primary level (V,VI,VII,VIII).
2. The researcher may be conducted this study in urban areas.
3. The work may be conducted in different types of government undertaking schools.
4. The study may be conducted in very large sample.

### **Conclusion**

This study highlighted the Right to education act and its challenges in its implementation in rural area in Burdwan district in West Bengal, India. The finding of the study shows that children in rural area have to face many obstacles in primary education. Schools infrastructure systems are of medium category and fifty percentage teachers are supported that students are taught by psychological compliant procedure. Finally, it can be concluded that obstacles have to be removed for the implementation of RTE-Act in rural areas in the level of primary education.

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