

PRESENT SCENARIO OF IMPLEMENTATION OF RTE ACT, 2009 IN SCHOOLS AND MADRASAHs: AN EVALUATIVE STUDY IN MURSHIDABAD DISTRICT, WEST BENGAL

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ABSTRACT

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all 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. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The objectives of this study are: To document my three research objectives I have used Qualitative method. The present researcher may be concluded his report by saying that the educational environment is almost good in every school of his study area but the achievement of the students is very poor. More the school will be established in this area. Recruitment of teacher should be regular. Overall for the teachers, if the RTE Act is summarized it would be; do not turn away the child, do not hit the child and encourage the child. Right to education act is blamed for the low learning level of the child by the teachers. But one cannot culpability the policy for no learning, as the factors affecting the learning are still the same. So, the policy cannot be blamed alone. Also, there is a need to judge one's own actions. RTE Act is definitely maximizing the enrolment of the children in the schools but providing quality education is the need of the hour. Teachers, who are the vanguard providers of the education services, were required to implement the RTE Act about which they had no clear awareness and knowledge regarding this act. This had a negative impact on the implementation of the act. It is important for the teachers to be trained and schools have resources to cater to the needs of all the children.

Keywords: RTE Act, Implementation, Awareness, Scenario

INTRODUCTION

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all 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. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words free and compulsory. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the

appropriate Government shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing education casts an obligation on the appropriate Government and local authorities to provide and ensure admission attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions the RTE Act.

Research Gap:

There are confusing opinions about the phrases; "research gap" or "knowledge gap" which are commonly used in the academic literature. How can we claim a gap, suppose related to a particular construct, or topic, when thousands of articles are published on it? Is what we claim a gap an actual gap or it is a constructed gap?

Is context (replication) a gap?

What is the theoretical gap/contribution?

What is a methodological gap?

What strategies may be adopted for searching and claiming gap in the research literature?

After accessing all the reviews, it is found that though the several works have been done On the “present scenario of implementation of rte. act, 2009 in schools and madrasahs: an evaluative study in murshidabad district, west Bengal.”, has remained untouched in lalgola block of Murshidabad district the researcher felt important to do research on this topic.

Statement of the Problem:

The problem Education stated as: Present scenario of implementation of rte. act, 2009 in schools and madrasahs: an evaluative study in murshidabad district, west Bengal.

Operational definition of key terms Used:

RTE refers to the right of children to free and compulsory education. All children from 6 to 14 year must be included in the free and compulsory elementary education according to the Act which is known as RTE 2009 of Government of India. It came into force since April 1st. 2010.

Government School:

It refers to the school which is funded and administers by the Government.

Madrasah:

The ‘madrasahs’ imparted secondary and higher education. Often these ‘madrasahs’ were attached to mosques. The term madrasah is derived from the Arabic word ‘dares’ (a lecture) and means a place where the lecture is given. There was a difference in principle between the madrasa and other mosques. When a particular room was set apart in a mosque for the teaching purposes it was called a madrasah. Sometimes it was quite close to a large mosque. It functioned as a college of higher education where eminent scholars taught different subjects by using the lecture method supported by state grants and secular and covered a period from 10 to 12 years. Religious education comprised a deep study of the Quran, Islamic law and Sufism. Literature,

logic, history, geography, astronomy, astrology, arithmetic, agriculture and medicine was the secular subjects taught in madrasa. Some madrasas had hostels attached to them which provided free boarding and lodging.

Research Questions:

What is the educational scenario after the implementation of the RTE Act, 2010?

What are the problems faced by the stakeholders in the implementation of RTE in upper primary school?

What is the level of awareness among teacher and students about the RTE Act, 2009?

Objectives of the study:

1. To explore the RTE Act, 2009 implementation scenario after 1st April 2010.
2. To explore the problems in the implementation of the RTE Act, 2009 in upper primary school.
3. To explore the awareness of RTE Act.2009 among teacher and students.

Delimitation of the study:

The study has been conducted only upper primary school lalgola district for the study.

The research will be conducted only at the district of lalgola in Murshidabad the state of West Bengal.

Research Methodology:

To document my three research objectives I have used Descriptive Survey Research method.

The details outlined in this regard is given below:

Population: All the upper primary school and Madrasah of Lalgola block under Murshidabad district of the Indian state of West Bengal are taken as population.

Sample size: 3 upper primary schools and 2 madrasahs namely, Lalgola M.N.Academy, Lalgola S.M. Girls' High School (H.S), Chhaitani High Madrasah (H.S), Sekhalipur High School (H.S) and I.C.R. High Madrasah (H.S) under Lalgola block of Murshidabad district have been selected randomly.

Sample techniques: Simple random sampling method was used for the selection of the sample.

Tool to be used: The present Researcher used observation schedule, interview schedule for the head of the institution and self-made questionnaire for the collection of the data from the students.

Data analysis and interpretation: Data analysis and interpretation have done on the basis of the data by using Microsoft Excel (Version 2010).

Results:

Table 1 School wise present enrolment of student for the academic session 2018.

1. School wise details of drop-out student from 2014-2018

From the above table, it is found that the rate of enrolment of students at upper Primary level i.e., Class-VI to VIII girls child precede over the male child. The density of the minority community is very high in this block which is reflected also in the statics of student enrolment

	2014			2015			2016			2017			2018		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chaitani high madrasha	13	18	31	11	15	26	11	14	25	9	15	24	10	16	26
Sekhalipur high school	33	27	60	23	19	42	17	15	32	14	10	24	9	7	16
S.m. girls high school	0	7	7	0	13	13	0	9	9	0	15	15	0	8	8
M.n. academy	17	0	17	20	0	20	23	0	23	16	0	16	13	0	13
I.c.r. high madrasha	23	5	28	21	3	24	22	4	26	18	2	20	20	3	23
Total	86	57	143	75	50	125	73	42	115	57	42	99	52	34	86

Indicates the year wise number of drop-out students from the academic year 2014 to 2018. It is found that the number of drop-out students from a different level of classes at upper primary level in this block is decreasing in every academic year. Among my five studied educational institutes, the drop-out rate is alarmingly very high at Sekhalipur High School. It is very interestingly found that the number of girls child drop-out is very in Madrashes with respect to a male child whereas the number of male child drop-out is very in Schools with respect to girl's child in my study area.

2. Trained and non-trained teacher status:

As per provisions laid down in the R.T.E. Act 2009 the teachers' training is mandatory for the school teachers. In my studied five educational institutes of Lalgola block of Murshidabad district the details scenario in this regard in the following table no.2.

School wise trained and non-trained teacher status

SCHOOL NAME	NO.OF TRAINED TEACHER	NO.OF NON-TRAINED TEACHER
CHAITANI HIGH MADRASHA	26	4
SEKHALIPUR HIGH SCHOOL	47	2
S.M. GIRLS HIGH SCHOOL	31	0
M.N. ACADEMY	52	5
I.C.R. HIGH MADRASHA	51	0

3 drinking water facility:

The availability of safe drinking water is the utmost requirement in every educational institute as per the provisions laid down in the R.T.E. Act 2009. In my study area, the details findings in this regard are depicted in the following table no. 3: School wise details of drinking water facility

SCHOOL NAME	DRINKING WATER FACILITY			
	TAP WATER	TUBE WELL	SAFE TO DRINK	ARSENIC TEST DONE
CHAITANYA HIGH MADRASHA	YES	YES	YES	YES
SEKHALIPUR HIGH SCHOOL	YES	YES	YES	YES
S.M. GIRLS HIGH SCHOOL	YES	YES	YES	YES
M.N. ACADEMY	YES	YES	YES	YES
I.C.R. HIGH MADRASHA	YES	NO	YES	YES

4. Toilet facility:

The facility of girls and boys toilet is mandatory as per the R.T.E. Act 2009. The details scenario in this regard in my present study area is depicted in table no.4. School Wise Details of Toilet Facility

SCHOOL NAME	TOILET			
	BOYS TOILET	GIRLS TOILET	STAFF TOILET	CLEAN EVERYDAY
CHAITANYA HIGH MADRASHA	YES	YES	YES	YES
SEKHALIPUR HIGH SCHOOL	YES	YES	YES	YES
S.M. GIRLS HIGH SCHOOL	NO	YES	YES	YES
M.N. ACADEMY	YES	YES	YES	YES
I.C.R. HIGH MADRASHA	YES	YES	YES	YES

5. Some special facility provided by the school:

Some special facility like a playground, boundary wall, head teacher's room, and a ramp with handle for CWSN (Children with Special Needs) students, kitchen room and store room for a cooked mid-day meal programme, availability of electricity, availability of fire-extinguisher, library, etc. should be provided for quality education. The school wise details findings in this regard are depicted in the following table no 5. Some special facility provided by the school

SCHOOL NAME	HM/HT ROOM	PLAYGROUND	BOUNDARY WALL	RAMP	KITCHEN ROOM	STORE ROOM FOR CMDM	HOSTEL	FIRE EXTINGUISHER	FUEL USED FOR CMDM	LIBRARY	LABORATORY	PARENT-TEACHER MEETING	ELECTRICITY
CHATTANI HIGH MADRASHA	YES	YES	YES	YES	YES	YES	YES	YES	BOTH LPG & WOOD	YES	YES	YES	YES
SEKHALIPUR HIGH SCHOOL	YES	YES	YES	YES	YES	YES	NO	YES	BOTH LPG & WOOD	NO	YES	YES	YES
S.M. GIRLS HIGH SCHOOL	YES	YES	YES	YES	YES	YES	YES	YES	BOTH LPG & WOOD	YES	YES	YES	YES
M.N. ACADEMY	YES	NO	YES	YES	YES	YES	NO	YES	BOTH LPG & WOOD	YES	YES	YES	YES
I.C.R. HIGH MADRASHA	YES	NO	YES	YES	YES	YES	NO	YES	WOOD	YES	YES	YES	YES

6. Some special the problems in the implementation of RTE Act, 2009 in schools and madrasahs by the school.

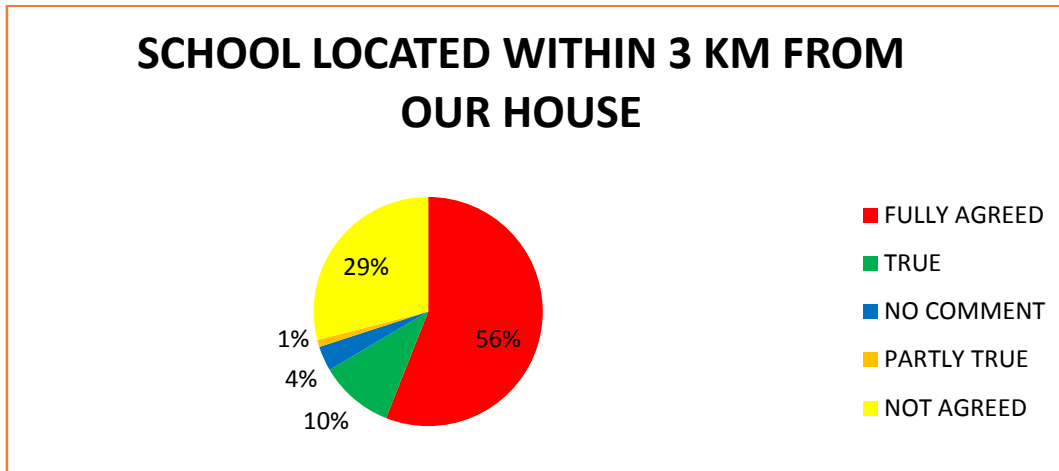
SL No	Questionnaires	YES	NO
1	The locality of school-----Rural / urban	100%	
2	No. of Total Teacher... Pupil-Teacher Ratio... Teacher: Sufficient/Insufficient	100%	---
3	Any special training/ orientation/workshop attended by the Teachers from this institute: Yes/No	60%	40%
4	If Yes, Give Details of such special training/orientation/workshop	80%	20%
5	Teaching-Learning material used in daily classes: Yes/No	40%	60%
6	Teaching-Learning materials: Sufficient/Insufficient	----	100%
7	What type of Co-Curricular activities are organized by the school...	100%	---
8	Remedial Classes are taken by the teachers: Yes/No	100%	-----
9	Continuous & Comprehensive Evaluation done: Fully/Moderately/Not done so far	80%	20%
10	Vegetation in the school area?	100%	---

7. Location of school:

As per the provisions laid down in the RTE Act 2009, there will be the availability of upper primary school within 3 KM for every school going upper primary level students in the rural area. In response to this question to the upper primary level students in my studied area, the details findings in this regard depicted in the following figure no.7.

Questions	Fully Agreed	True	No Comment	Partially True	Not Agreed
Location of upper primary school	56%	10%	4%	1%	29%

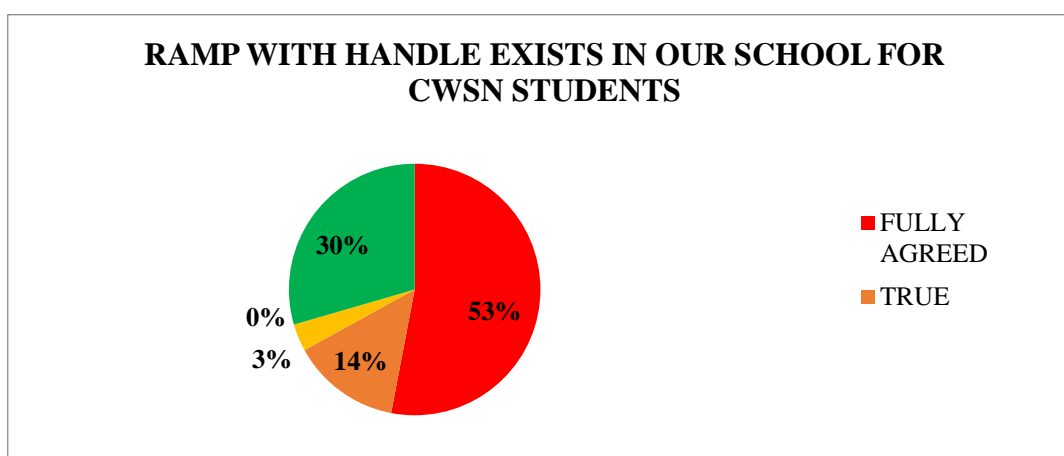
Location of upper primary school



From the above figure, it is found that about 29% upper primary level students have not got the availability of the school’s location within 3 KM from their house in my study area.

8. Availability of ramp with handle for cwsn students: Availability of Ramp with handle is mandatory for every school as per the provisions laid down in the RTE Act 2009. In response to this question to the upper primary level students in my studied area, the details findings in this regard depicted in the following figure no.8 Availability of ramp with handle

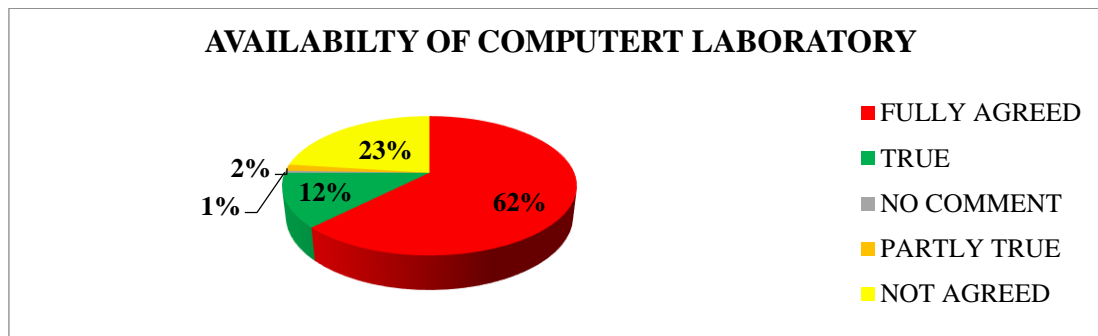
Questions	Fully Agreed	True	No Comment	Partially True	Not Agreed
The physically challenged students in our area get special facilities and amenities to go to the school	53%	14%	–	3%	30%



9. Computer laboratory:

The details findings regarding the availability of computer laboratory in my study area are depicted in the following figure no.9.Availability of Computer Laboratory

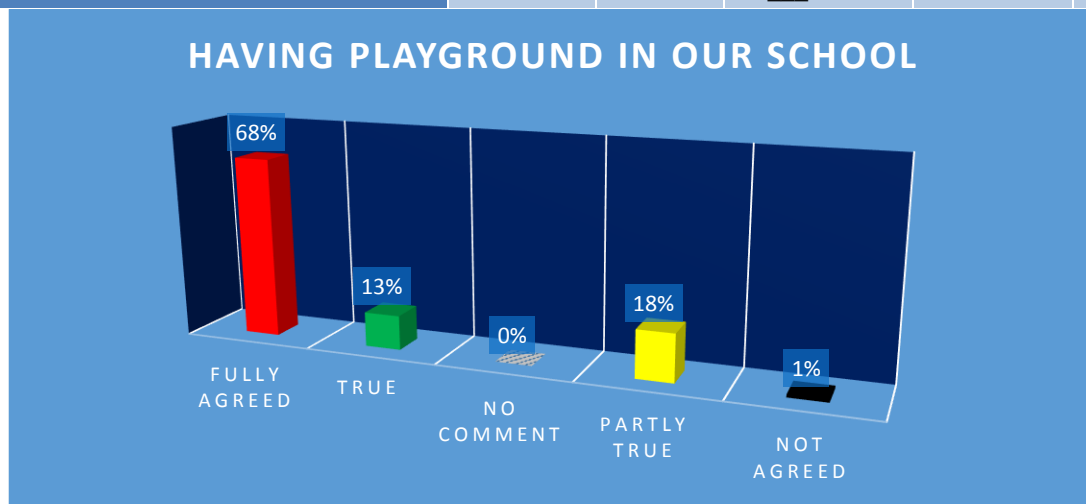
Questions	Fully Agreed	True	No Comment	Partially True	Not Agreed
Availability of computer laboratory	62%	12%	1%	2%	23%



10. Play ground:

The details findings regarding the availability of playground in the school premises in my study area are depicted in the following figure no.10. Having playground in our school

Questions	Fully Agreed	True	No Comment	Partially True	Not Agreed
Having a playground in our school	68%	13%	—	18%	1%



CONCLUSION

The present researcher may be concluded his report by saying that the educational environment is almost good in every school of his study area but the achievement of the students is very poor. More school will be established in this area. Recruitment of teacher should be regular. The present researcher may be concluded his report by saying that the educational environment is almost good in every school of his study area but the achievement of the students is very poor. More school will be established in this area. Recruitment of teacher should be regular. Overall for the teachers, if the RTE Act is summarized it would be: do not

turn away the child, do not hit the child and encourage the child. Right to education act is blamed for the low learning level of child by the teachers.

ACKNOWLEDGEMENT

The author appreciates all those who participated in the study and helped to facilitate the research process.

Suggestions for further study:

The similar study may be done in different districts of West Bengal.

The similar study may be done in the different States of India.

A comparative study may be done by taking at least two different blocks, districts and or states in this regard.

The similar study may be done in a different academic year to see the actual achievement in the field of implementation of the RTE Act-2009.

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