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Right To Education In India

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ABSTRACT

This Act is an essential step towards improving each child accessibility to secondary higher education. The act also contains specific provision for disadvantages groups such as child labourers, migrant children with special needs as these who have a disadvantage owing to social cultural geographical linguistic gender or any of such factor. Educational evaluation is a comprehensive continuous systematic process. It assesses the complete development of student caused due to educational provided. Evaluation procedure require evaluative tools like written, oral, practical test and observation tools. In this approach the evaluation specifically focuses on be effectiveness of the constructive alignment in the course design. It was developed for use in the higher education sector but has relevance in training environment also and may be broadly applicable in any educational environment. Maintain records of children upto the age of fourteen years rending within it is jurisdiction, in such manner as may be prescribed; Availability of special training for previously not enrolled or drop out children to enable them to be at par with others. To inform local bodies regarding provisions of Right to educational and their responsibilities, includes RTE in the training module of newly elected representatives. Though government didn't get 100% success in access, equality and quality but this act is a step towards further implementation. At national level living 20 billion and in the Maharashtra level 4 billion children are lived remain away from pre-primary education. From the provision of government authority 7 billion children at national level and 1 billion 37 thousand in Maharashtra will be benefited.

Keywords : Education, Government Policy

Introduction

The act makes education a fundamental right of every children between the ages of 6 to 14 and specifies minimum norms in elementary school, this act was passed in 2009 and implemented from the Article 21. In the field of education, the government of India took a revolutionary step towards imparting education to Indian children of every noon and corner of India between age group of 6 to 14 in compulsory manner without taking any from of fear or compensation from him and his parents.

According to Amartya Sen "Economic development is a fertilization of human development".

Education is a major factor of developing human capital human resources or development of human capital is depend on qualitative propagation and extension. Therefore education play vital role in developing all channels. While taking into consideration, education history of primary education the present Fundamental Education Act 2009 cone into existence. There is positive correlation between economic development of country and the development of human resources. Therefore government should have human investment in education sector.

Dr. Manmohan Singh states that, "We are committed to ensuring that all children irrespective gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizen of India."

Objectives

- 1) To study the history of right to education in India
- 2) To study the chronology of compulsory and free education in India.
- 3) To study the Role of Sarvo Shiksha Abhiyan in India.
- 4) To study the education and deprived in India.
- 5) To study the Action to be required in India.

Action to be required

1. To study the Special training for out of school children-enrollment of these children in age appropriate class and then special training through residential and non-residential bridge courses.
2. To inform local bodies regarding provisions of Right to Education and their responsibilities, include Right to Education in the training module of nearly elected representatives.
3. Train teachers for older children; arrangement for special training for older children within school and time; eventually to mainstream them to age appropriate class.
4. Train teachers in schools with poor learning achievement of children to ensure all children learn.
5. To inform grant in aid schools that they shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of 25%.

6. After publication of Ruler, publicity in neighborhood area of private schools and habitations with children belonging disadvantages and weaker section regarding free admission in private school.
7. Proposal to strengthen administrative capacities to implement the provisions of the Act under preparation.

Universalization of education was one of the objective of 10th five years plan, but it wasn't achieved hundred percent though extended up to 2010. After adaption of the constitution it was moral responsibility of government to provide compulsory and free education up to the age of 14 years, but government failed to carry this responsibility.

Child belonging to disadvantaged group means a child belonging to the Scheduled Caste, Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistics, gender or such other factor, as may be specified by appropriate government.

Local authority of education means a Municipal corporation or Municipal Council or Zilha Parashad or Nagar Panchayat or Panchayat, whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village. Provided that where a child is directly admitted in a class appropriate to his or her age, then he or she shall, in order to be at par with others, have a right to receive special training, in such manner and within such time-limits, as may be prescribed. Provided further that a child so admitted 10 elementary education shall be entitled to free education till competition of elementary education even after fourteen years.

Compulsory and free education for deprived-compulsory and free education to deprived classes chronology of pre-independence and post-independent India, that explain by a survey of India education history, chronology of 86th constitution amendments, objectives of Sarv Shiksha Abhiyan, the independent definition about deprived and weaker section, education of inhabitants, women, handicapped and various remedies and constitutional provisions.

A) The Chronology of compulsory and free education in pre-independent-

1. In 1801, in princely state of Shahu Maharaj Primary Education was Compulsory, free and punishable.
2. In 1870, the provision of compulsory education was passed in Britain.
3. It demanded compulsory and free education before hunter commission, in 1882 from Indian leader.
4. It was really started in Badola bin 1893 by Sayajirao Gaikwad Maharaj.
5. Mahatma Jyotiba Phule Strongly demanded free and compulsory education for deprived people before Hunter Commission.
6. Gopal Karshna Gokhale's refers that the demand and defence about education.
7. Vitthalbhai Patel got success to pass first act for compulsory education.

B) The Chronology of compulsory and free education in post independent period and free education

The constitution came in force in 26th January 1950 and power came in under the public particular provisions are given in directives principle for deprived people.

1. It was responsibility of government to provide such education upto 14 years old children with ten years ; but it was not compulsory.
2. It was assured government will do it will best about compulsory education.
3. It 1968 Maharashtra Government declared programme.
4. It was firmly decided to make it public, in 1975.

5. It improved earlier period 1980, 1985, 1990, 1995 and it was succeed from the quality, equity and accessibility.
6. Radhakrishnan Commission states that, to improvement of the higher education, It was selected to university in 1948.
7. Mudliar Commission selected from the multi-objective development of the high school (secondary) level education, in 1952.
8. Kothari commission referred to the demand of higher education and their fulfillment in 1964.
9. Yashpal committee states that the education make more occupational and related to reality in 1992.

Elementary and Secondary Education Schemes

Several initiatives have been undertaken by the government in the field of elementary and secondary education in recent years some of the important schemes are as follows.

1. Sarvo Shiksha Abhiyan (SSA) :

The scheme of Sarvo Shiksha Abhiyan (SSA) a National Flagship Programme, is being implemented in all districts of the country. The aim of SSA is to provide useful and relevant elementary educational for all children in the 6-14 age groups by 2010. The scheme was launched in 2001. The goals of SSA are as follows-

1. All 6-14 age children in school/EGS (Education Guarantee Scheme) centre/Bridge course by 2005.
2. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
3. Universal retention by 2010.
4. Focus on elementary education of satisfactory quality with emphasis on education for life.

The assistance under the programme of Sarvo Shiksha Abhiyan was on a 85.15 sharing arrangement during the 9th plan, 75.25 sharing arrangement during the 10th plan and 50 : 50 sharing thereafter between the central government and State Government except for north east states.

The programme covers the entire country with special focus on educational need of girls, SCs/ STs and other children's in difficult circumstances. The programme seeks to open new school in habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grant. The SSA has a special focus on girls and children of weaker sections.

2. Rastriya Madhyamik Shiksha Abhiyan :

Indian government has recently launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme for improving the quality of secondary education in the country. World bank has come forward to support and provide fund's to India's secondary education programme. It is worth nothing that the World Bank at present also supports the governments flag-ship programme, Sarva Siksha Abhiyan (SSA) which aims at universalisation of elementary education.

The World Bank has taken interest in Rashtiya Madhyamik Shiksha Abhiyan (RMSA) keeping in view the objective of the programme to check the drop-out rate at secondary level completely by 2020. The World Bank is supposed provide soft loans for the scheme. The RMSA scheme aims to achieve a general enrollment target of 75% for classes IX-X within for five years from 52.26% as in 2005-06 by providing a secondary school within a reasonable distance of every habitation. The government has allocated Rs. 20,120 Crore during the 11th plan for the scheme.

3) National literary Mission :

The objective of National Literary Mission (NLM) is to impart functional literary to non-literates in the 15-35 age groups. The goal of the mission is to achieve sustainable threshold literacy rate of 75% by 2007.

4) Janani Suraksha Yojana

This yojana covers the women of above 19 years age belonging to families below the poverty line. It is a 100% centrally sponsored scheme and it integrates cash assistance with delivery and post-delivery care; It established in 1st April, 2005.

5) Shiksha Sahayog Yojana

The scheme was launched on 31st December, 2001, with the object to lessen the burden of parents in meeting the educational expenses of their children. It provides scholarship to students of parents living below or marginally above poverty line and who are covered under Jan Shree Bima Yojana and are studying in 9 to 12 standard.

A scholarship amount of Rs.300 per quarter per child is paid for a maximum period of four years and for maximum two children of a member covered under Jan Shree Bima Yojana. No Premium is charged for this benefit. As on 31st March, 2006 scholarship were disbursed to 320253 beneficiaries.

6) Mid Day Meal Scheme for School Children

The national programme of Nutritional Support to Primary Education (NPNSPE), popularly known as the Mid-day meal scheme, was formally launched on 15th August, 1995. The objective of the programme is to give a boost to universalisation of primary education by increasing enrollment, attendance and retention and also improving nutritional status of children in primary classes studying in government, local body and government aided schools. From October 2002, the programme was extended to children studying in Education Guarantee Scheme (EGS) and other Alternative and Innovative Education (AIE) learning centers also. The programme was further extended, Oct 2007, to children in the upper primary stage of education is that 6th to 8th also. The cooking cost now includes the cost of pulses, vegetables, oil and fats, salt and condiments and fuel. A separate provision for payment of an honorarium to a cook-helper Rs.1000 per month has been made. Transportation assistance for 11 special category states- Assam, Arunachal Pradesh, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Nagaland, Sikkim, Uttarakhand and Tripura has been revised to the rate prevalent under the public distribution system (PDS) in these states in place of the existing assistance at the flat rate of Rs. 125 per quintal.

7) Kasturba Gandhi Education Scheme :

Under this scheme tries to establish girls schools in district having low female literacy rate; It launched August 15, 1997.

8) National Programme for Education of Girls at Elementary of Girls at Elementary Level (NPEGEL) :

The objective of the scheme is to provide additional support to educational of girls at the elementary level through the following additional initiatives

1. To develop school, as a 'model girl-child friendly school; At the cluster level.
2. To provide additional incentives such as stationary, states, work books and uniforms and to meet any other locally felt need within the existing ceiling of Rs.150 per child per annum.
3. Additional interventions like awards to schools / teachers, students evaluation, remedial teaching, bridge courses alternative schools, learning through open school, teachers training and child care centers at the clusters level within a ceiling of Rs. 60,000 per annum.
4. Mobilization and community monitoring within a ceiling of Rs.95,000 per clusters over a five year period.

5. Development of materials.

6. Planning, training and management support.

Government did not get success despite investing more on primary education in 10th five year plan. But we can't deny that it helped to create a favourable atmosphere in education sector. The share of education in 1950-51, Indian Government spent only 114 billion out of 8979 billion. It means the ratio is 1.27% . It was increased in 1960-61, it becomes 344 billion out of 15254 and the ratio was 2.26%. In the years 1980-81, it was 3671 out of 122447 billion and the ratio was 2-28%. In become 3.9% in 1995-96. When we comparison this education expenditure with other developed country, it was very less. While comparing with national income (GDP) Central Government and State Government spent 54% on the secondary education and 33% preference to the primary education in 2001-02. Therefore since independence government didn't spend more than 3.64% on education, Rammurti and Kothari commission on recommended that 6% investment on education.

In Maharashtra there is great increase quantity of colleges, teachers and students in decade of 1999-2000. Primary school increase 14.9% and students increased by 17.9% and ratio of the student increased 21.8% of course student were increased more than school and teachers.

Education Programmes for Deprived :

Following various programmes were implemented through Sarv Siksha Abhiyan for deprived children.

A) Settlement School :

Provision of school of the 100 people in at 1 Kilometer, Image of self reliance village, our government, administration in our village, responsibility of Grampanchayat and village education committee.

B) Mahatma Phule Education Guarantee Programme Centers

1. According time and probability.
2. For child labour and out school boys.
3. With help of survey.

C) Lodging Setu School :

People got benefit from above mentioned, programmes. This is provision by 86th constitution amendments is concern government will pay certain about schools for deprived. That is support to should reach to the needy people.

D) Non- lodging Setu School.

E) Remedial class education to weaker boys before one hours.

F) Temporary Mahatma Phule Education Guarantee Programme

G) Sugar School.

Conclusion

Education is a major factor of developing human capital resources or development of human capital, it is depend on qualitative propagation and extension. There is positive relationship between economic development of country and development of human resources. Compulsory and free education to deprived classes chronology of pre-independence show that the provision of expenditure for the education share in total income has low. Comparative to the developing countries. The Sarva Shiksha Abhiyan programme covers the entire country with special focus on educational needs of girls, SCs/ STs and other children in difficult circumstances. The aim of SSA is to provide useful and relevant elementary education for all children in the 6-14 age group by 2010. The Rastriya Madhyamik Shiksha Abhiyan Scheme aims to achieve a general enrollment target of 75% for classes IX - X within for five year from 52.26% as in 2005-06 by providing a secondary school within a responsible distance of every habitations.

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