Volume : 4 | Issue : 9 | Sept 2015 ISSN - 2250-1991

Research Paper Social Work

Making Right to Education a Reality For Indian Children

JACQULINE MARIE LONGINA D | Ph.d RESEARCH SCHOLAR BHARATHIYAR UNIVERSITY COIMBATORE TAMIL NADU

ABSTRACT

"Education is simply the soul of a society as it passes from one generation to another"
–G.K.Chesterton

Education is very important among all of us. It's the education which transforms a person to live a better life and more importantly in a socially well being. It educates us with all the needed attributes in leading our life in a proper lifestyle. Education does make a remarkable effect on one's personality. Education is the one which provides us the thrust in getting ahead and doing something constructive in our near future.

Education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit. It plays a vital role in the personal growth and the social development among all of us. It imparts us with all the power and necessities in making a noticeable mark in any of the field. It becomes a quite challenging factor among many of the developing countries in spreading the awareness of education. But, in spite of that, we can hear a number of cases where almost all the people get the privilege to get educated provided by the governing bodies, which is indeed a positive sign. On account of the high importance of education among everyone, steps taken by respective governing bodies have eventually led a high literacy rate among many regions. It is on imparting education among all by which one can learn to get civilized and leading their life in a healthy way.

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 the 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. Education is one of the most powerful instruments for reducing poverty and inequality. Education is equally key to enhance India's competitiveness in the global economy. Therefore, ensuring access to quality education for all, in particular for the poor and rural population, is central to the economic and social development of India.

This paper traces the importance of education for children and presents a critical appraisal of the same. The authors also present suggestions to make right to education a reality for Indian children.

KEYWORDS

INTRODUCTION:

"Education is particularly important in early age. Your child's life success depends on how seriously you involve him or her in early learning."

Education is taken very seriously in India. Every parent wants their child to go to a good school and college. The term "child" refers to a person up to the age of 8 years . During this period special accent should be made upon child's physical, intelligence/cognitive, emotional, and social education. Early childhood education has many forms depending on who guides the teaching process.

Importance of Early Childhood Education

Recent studies of early childhood education have even shown some remarkable success. It resulting effects on child motivation and learning power last for a long time. Today where education has become very important role to play in a society, it is not right to postpone investing in children education until they become adults, nor wait till they reach school age. In fact early childhood is a vital phase of life in terms of a child's intellectual, emotional and social development. Besides this, the most important point to know is that the growth of mental abilities is at an astounding rate and high proportion of learning takes place during this period.

It is very important for every parent to understand that a child spends first eight years in realization of his or her own identity. These are very crucial years when children gain a sense of self and learn to associate themselves with the people around them. They develop an understanding and behavior to a certain extent. Every child learns habit and form patterns that are not easily changed in later years. If parents and educators can develop productive early education patterns for the children in their charge, those children will be on their way to achieving great educational success. The lack of parental interaction during early childhood can negatively impact a child's development. Ultimately it is the equal responsibility of the parents and tutors to assure the children have a good early childhood education that can further help them develop their personalities.

Early childhood generally encompasses the first eight years in the life of an individual. The education given during these years of a child's life plays a very important role and helps in proper development of children. Early childhood education can be fundamentally termed as "Learning through play". Recent research have shown that early eight years in any children life are crucial time because during this phase their brain develops and much of its 'wiring' is laid down. The education experiences and relationships a child has along with nutrition can actually affect child mental growth enormously. While good early childhood education helps the brain to develop in healthy ways, improper education or study without play on other hand may affect brain development in different manner. So the experiences and the learning of a child in early years can support them in their entire life.

Problem faced by children to pursue their education

Several problems persist: issues of 'social' distance – arising out of caste, class and gender differences – deny children equal opportunities. Child labour in some parts of the country

and resistance to sending girls to school remain real concerns.

Right of children to Free and Compulsory Education Act: Making education a fundamental right for children in India

"About a hundred years ago a great son of India, Gopal Krishna Gokhale, urged the Imperial Legislative Assembly to confer on the Indian people the Right to Education. About ninety years later the Constitution of India was amended to enshrine the Right to Education as a fundamental right. Today, our Government comes before you to redeem the pledge of giving all our children the right to elementary education. It Provides for free and compulsory education to all children of the age of six to fourteen years

The Right of children to Free and Compulsory Education Act has come into force from , April 1, 2010. This is a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighbourhood.

No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to take an admission test. Children with disabilities will also be educated in the mainstream schools. All private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25% of their enrolment, by simple random selection. No seats in this quota can be left vacant.

All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an Academic Authority. Teachers in all schools will have to subscribe to these norms within 5 years.

Benefits of Right to Education Act:

RTE has been a part of the directive principles of the State Policy under Article 45 of the Constitution, which is part of Chapter 4 of the Constitution. And rights in Chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right.

The law will benefit close to one crore children who do not go to school at present, but its implementation is will be challenging for the Government. The government will have to appoint 12 lakh teachers within six months and these teachers will have to be trained within the next five years. The Centre and the States have agreed to share the financial burden in the ratio of 55:45, while the Finance Commission has given Rs. 25,000 crore to the States for implementing the Act. The Centre has approved an outlay of Rs.15,000 crore for 2010-2011.

The National Commission for Protection of Child Rights (NCPCR) :

The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right. A special Division within NCPCR will undertake this huge and important task in the coming months and years. A special toll free helpline to register complaints will be set up by NCPCR for this purpose. NCPCR welcomes the formal notification of this Act and looks forward to playing an active role in ensuring its successful implementation.

Critical appraisal:

Weekness:

The education system faces a shortage of resources, schools, classrooms and teachers. There are also concerns relating to teacher training, the quality of the curriculum, assessment of learning achievements and the efficacy of school management. Given the scarcity of quality schools, many children drop out before completing five years of primary education; many of those who stay on learn little. Girls belonging to marginalized social and economic groups are more likely to drop out of school at an early age. Among the many contributing factors is the quality of the physical space that children inhabit. In addition are cultural factors: continuing discrimination against the girl child plays a crucial role in creating resistance around sending girls to school.

The persistence of class and caste differences and the prevalence of child labour further complicate this scenario, obstructing both girls and boys from having equal opportunities to education. Domestic workers, especially children, are paid well below minimum wage for unskilled and semi-skilled workers and they are discriminated against. Labour laws do not cover domestic workers and children in domestic work.

Suggestion:

For this reason it is suggested that early childhood education during these years should be more focused on teaching children about the world around them through play and establish the links.

Child development experts also agree that play is very important in the learning and emotional development of children. A play can be multi-facet and often helps in educating different skills in children. In addition to this, education through play also helps them learn social skills, and develop values and ethics.

Conclusion:

Irrespective of the challenges and criticisms, this law allows every child in India, between the age of six and fourteen, to ask the State to provide him/her the right to receive education; grand achievement for a country where vast majority of parents in the lower income group cannot afford primary and elementary education for their children. Among one of the leading priorities for the UNICEF worldwide is its commitment to ensure that every girl and every boy completes a quality, primary-school education.

REFERENCES

• "Right to education – What is it? Availability". Right to Education project. Retrieved 2010-09-11. | • Beiter, Klaus Dieter (2005). The Protection of the Right to Education by International Law. Martinus Nijhoff Publishers. pp. 21–22. | • "Provisions of the Constitution of India having a bearing on Education". Department of Higher Education. Retrieved 1 April 2010. | • Sripati, V.; Thiruvengadam, A. K. (2004). "India: Constitutional amendment making the right to education a Fundamental Right". International Journal of Constitutional Law 2: 148.