Prospects, Challenges and Achievements of Right to Education in Uttarakhand, India

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Abstract

This study was carried out to know about the status of RTE in Uttarakhand after such long period of its implementation. This study concluded that at present education level is not at satisfactory level in India. The most of studies indicates the poor condition of elementary education and concluded that this condition is the creation of poor condition of infrastructure, teachers, condition, parent’s illiteracy, social and economic discrimination. Overall condition of primary education in Uttarakhand as well in other states of India is alarming and need to reconsider the whole education system. There is a need to monitor the programs running for school going children. The successful implementation of programs, the serious monitoring and an effective information system is required.

Keywords: Prospects, Challenges, Achievements, Right, Education.

Introduction

The education is the key for gaining knowledge, power of reasoning and judgment and preparing oneself or others intellectually for better life. It act as powerful tool to shape the destiny of a person and the whole nation also and it also differentiates a man from the beast. The education is also key formula to create equality of gender, community and society at large. In the ‘Neethishatakam’ by Bhartruhari (First Century B.C.) the importance has been emphasized as in following words: “Education is the special manifestation of man; Education is the treasure which can be preserved without the fear of loss; Education secures material pleasure, happiness and fame; Education is the teacher of the teacher; Education is God incarnate; Education secures honour at the hands of the State, not money. A man without education is equal to animal". It is fact that in ancient period the education was not common for all peoples belonged to different categories and economically different groups. In this period the education is based on totally cast system and religion system. Most of educationally deprived children are particularly belongs to scheduled castes students, scheduled tribes, Muslim minorities, children with special needs, urban deprived children, working children and children from displaced families. Since ancient period condition of women was not good and deprives socially and educationally. This unequal educational status of women, particular group, and religion is the main cause of unequal level of society.

In India education is seems as a tradition and country other than India have such love of learning and early origin. In fact, education was no exotic to India. India is the home of 19% world children and most of population lives in rural areas, about one third of population is below the age of 18 years. Besides the population, India also has one third of world’s illiteracy.

To ensure education for all, by the year 2000, the world conference was held (1990) in Jomtein, Thailand, 155 countries including India have participated. In this conference following aims were decided: i. Care for development and early education of children in the age group 0-6 years. ii. Spreading awareness about primary education. iii. Motivating youngsters to learn more. iv. Bringing down the illiteracy rate with a special focus on female literacy. v. Educate to improve over all quality of life.

Keeping in mind the status of basic education, Govt. of India has enacted the RTE (right of children to free and compulsory education Act, 2009). This act (RTE ACT 2009) for free and compulsory education of children inserted in Article 21-A in the constitution of India (86th Amendment) to ensures the fundamental right of children (6 to 14 years) for satisfactory and equitable quality education. This provision was enacted for children from disadvantaged group and weaker sections who have been denied or voluntary under various circumstances not been able or have admitted in the school to a class suitable to his/her age, to reduce the gap of learning and help him come par with other students of class.

Uttarakhand is known as the DevBhumi or Land of God and house of various religious places and of worships. A number of districts from the northwestern part of Uttar Pradesh and a portion of the Himalayan Mountain Range joined together form the state Uttarakhand. It is the 27th state of the country. Uttarakhand is the state of 13 districts namely, Pithoragarh, Almora, Nainital, Bageshwar, Champawat, Uttar Kashi, Udham
Singh Nagar, Chamoli, Dehradun, Pauri Garhwal, Tehri Garhwal, Rudraprayag, and Haridwar. The Population of Uttarakhand as per the census of 2011 is 10,116,752 (males 5,154,178 and females 4,962,574). Most of the population (69.45%) of Uttarakhand resides in the rural areas, while rest of the 30.55% resides in urban areas. The literacy Rate of this state is 79.63% (6,997,433) with male 88.33% and female literacy at 70.70%.

This state is a relatively new state of India, marked with special geographical and social diversity and has its own challenges for implementation of different policies. A number of barriers prevent children from getting access to education in the Uttarakhand state. “State is prone to natural calamities, about 2300 school buildings damaged during 2010 monsoon. About 14000 km, motor roads and 1000 km bridle path damaged. Disaster has thus put the state’s development clock back many years”.

Many studies in Uttarakhand have been carried out to know the growth of RTE and status of elementary education. The social and geographical conditions of the state have major implications for education in general and more specifically. To prevent dropping out of schools by children, quality education is necessary.

Seema S. through her study provides an insight into the status of implementation of RTE Act, in schools of rural area, awareness and understanding of the RTE Act amongst the teachers, parents, and students studying in Government Schools. In her study, it has been concluded that the public schools are up to the mark only in terms of enrollment and basic structure, maintenance was not well and quality of teaching was very minimal. The framed laws are not implemented with the true spirit in India. This study will try to analyze the status of educational level of children groups viz. child girls, sc, sc students and minority students after six years implementation of RTE.

In Vishwas Kumar and Another v. State of Uttarakhand, Honorable Sudhanshu Dhulia, observed the importance of the right to Education Act in the following words: “This is so because now under Article 21A of the constitution and the right to Education Act, it is not just a fundamental right of children to get elementary education but this right has now become a meaningful right for various reasons and more particularly because children will be imparted elementary education by qualified and trained teachers”.

A study was made by Anup Kumar in Uttarkashi district of Uttarakhand state and reported relatively low rates of enrolment in school and alarming dropout and failure rates. The children of educated parents have capability to take formal education but no doubt, uneducated parents are unable to do this. In many countries, like the UK, educational policy is subject to continuous change but unfortunately not in India.

Barthwal R. has made study and concluded that more than 13% (2044) primary schools in Uttarakhand are going to close because number of enrolled students is below 10 and more than 60 primary schools have zero enrolment. Out of 2044 schools, the maximum number of schools are in Pauri (380) followed by Rudraprayag (330), Almora (280), Tihi (170), 165 in Chamoli (165), Dehradun (122), Uttarkashi (105), Rudraprayag (90), Bageswar (75), Champawat (60), Nainital (45) and the minimum number of such condition's primary schools in Udham Singh Nagar (4) present.

Another study carried out by Bora B. S., in this study it has been found that more than five thousand government primary
Primary schools are going to close in Uttarakhand. This study confirmed that during 2013-2014 more than 178 primary schools have been closed due to zero enrollment and more than 5,645 primary schools are going to close. This study also concluded that, 800 primary schools have below 5 students in each school, while remaining schools have below 20 students in each school.

A study was made to analyze the development of primary education in Dehradun district of Uttarakhand from 2000 to 2011, and it has been found that enrollments in government primary schools are consistently declining and enrollment growth rate was reported in most of years, while this rate was positive in district Dehradun in last decades. This study was also reported the enrollment shifting from government primary schools towards private primary schools. This shifting is may be due to migration of the people from rural to urban areas, negative teacher’s growth rate, and lack of basic facilities like toilets, electricity, playground, libraries, furniture and even school buildings.

Raju Pushola visited government primary schools, Chauling in Dehradun, which is just 10 Km. from secretariat. In this study also found that school building in very poor condition which can be dangerous for students any time and students were forced to study in verandah. This study concluded that lack of basic facilities like toilets, electricity, playground, libraries, furniture and even school building are the main reason for low rate of enrollments.

Besides studies in Uttarakhand, many workers have made studies in another states to find out the status of RTE for free and compulsory education. Adhikari, Tejaswini in his study under Navi Mumbai Municipal Corporation revealed that the number of classrooms, teachers, tables, and chairs were inadequate and infrastructure was in a very poor condition. It has been reported that only three classrooms and only two teachers looked after the entire school. Due to this poor condition of education, there is a need to strengthen teachers on aspects of motivation, pro-children attitudes, and creative teaching learning process. Appointment of suitable staff is also recommended in order to lessen the burden on teachers.

Banerjee, Rukmini reported the influences of poverty for primary schooling in Mumbai and Delhi. In this study he concluded that school system is responsible for attracting and keeping children in school than economic conditions. The number of student’s enrollments in schools has risen day by day in cities and villages, but quality of education is very poor and less impressive.

Mondal and Mete in their study of policy perspective for education of children with special needs has focused on the efforts that has been made for their education post-independence. They recommended a comprehensive change in the institutional arrangements and legal provisions as well changes in the attitudes and approach towards dealing with children with special needs.

In another study conducted by Saroj Vyas amongst the 160 elementary schools in Delhi, using 20 multiple choice questions, the level of school teachers was studied after a year of implementation of the study which also showed that the Government teachers are more aware compared to private schools.

A survey has been conducted by Bhatnagar and Das in about 470 regular schools of Delhi and found that the teachers had a moderate interest for implementation of inclusive education in their schools; the level of concern was not good due to the excessive workload and improper training of teachers. A number of studies have been made to show the status of RTE Act in schools, but all the studies show discrepancy in of support for the fulfillment of the provisions of the Act.

Bhatnagar and Das in their study to know the concern barriers for implementing inclusive education have undertaken 20 teachers from schools, which have implemented education for needy children, for this teachers selected randomly from four administrative zones. The barriers and concerns were identified like poor infrastructure facilities, financial limitations and disproportion of pupil-teacher ratio. The quality of training provided to the teachers was not up to the mark, which resulted in low quality education.

**Conclusion**

From all above studies it is concluded that RTE at present is not at satisfactory level after such long period of implementation. The most of studies indicates the poor condition of elementary education and concluded that this condition is the creation of poor condition of infrastructure, teachers, condition, parent’s illiteracy, social and economic discrimination.

Overall condition of primary education in Uttarakhand as well in other states of India is alarming and need to reconsider the whole education system. There is a need to monitor the programs running for school going children. A serious monitoring is required for implementation and progress of any programs. The present study will be carried out to find out actual reasons for such condition of education.

**Significance of Study:** The present study was carried out to highlight the status of RTE after six years of implementation and have many following significances to improve the quality education and enrollments in government schools of Uttarakhand. i. Status of growth rate of enrolled students was reported. ii. This study is helpful to know the reasons for decrease in a number of new enrollments. iii. This is also helpful to know the Literacy rate. iv. Status of literacy rate of child girls, SC, ST and minority students was reported in this study.
Literacy rate of urban student was reported. vi. The real challenges for implementation of RTE determined.

References