

Implementation Of Rte For Enhancing The Employability Skills Of The Youth To Meet Challenges For The Ignored Section Of Society

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ABSTRACT

India has had a wonderful history of teaching through various mediums like the Gurukul, Guru-ShishyaParampara, Institutional, and University etc. Ancient Gurukul System was an effective medium to teach and learn from experts who were highly knowledgeable in both practical and theoretical study of various fields. The present paper provides the theoretical plot on the observations of present state of education. Present research study has also tried to explore the status of the implementation, awareness and understanding of the provisions of constitutional rights of education and the provisions of RTE. Basic education leads to the further acceptance of Skill enhancement. By providing some recommendations and further scope of research the paper calls for an urgent intervention by the government to strengthen the operational aspect of the Act in the state.

Keywords: Education, Constitution, RTE.

1. INTRODUCTION

The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Till the nineteenth century, education in India was an exclusive right available only to a small section of society. The RTE Act

Employability is a major concern when it comes to the implementation of many areas. How can one be employable? And what employable means? Getting good job or getting Job? A person needs to be at least eligible to select him for any work. All cannot be labor work where implementation of learning is must. Qualified one cannot opt lower work. Employability will only take place if students get basic education. Once a student understand or is able to read, he can understand the importance of education and then he can opt for the further skills. That is why not to jump directly to the concern of employability just by seeing students in colleges. We need to look into the basic problems why many of them are still hiding behind the walls of illiteracy.

2009, provides a justifiable legal frame work that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on the principles of equity and non-discrimination. It provides children right to free and compulsory admission, attendance and completion of elementary education. Standing at this juncture it is absolutely necessary to understand and evaluate the present scenario of backward class children in regard to access, retention and completion of elementary education of satisfactory quality.

Here backward class does not recommend any specific religion or cast. Backward class here in this reference points out all the children who are all away from the reach of education. These children are from various areas like slum, rural, poor families, farmer's family and so on... when we talk about education and skill development and the reach of it through various government policies like , 'Sarva Shiksha Abhiyan, sab padhe sab badhe', 'Mid-Day Meal', 'Saakshar Bharat Mission for Female Literacy' etc... are noted. Whereas, reports talks about 96% of student enrollment for basic education in the schools facts are entirely contradicting.

Numbers of research papers are published from various states on this topic to highlight the actual picture of education. The study of these papers and the topics covered in the various reports focuses on the basic research gap, where all the schemes are applied and rigorous efforts are made to make it effective in implementation towards the better result, then also there a lag in education. These research papers discuss about the rights to education act and its implementation strategies. But the gap is between the grasping of the above stated children and the circumstances they come from.

One can take these children to the doorstep of the schools but how can anyone assure the learning and the regularity. Are they really learning? The question arises here that, are these children getting the education as other children of the society? Why they are lagging and what are the reasons? How to improve this scenario? What are the required areas?

1.1 OBJECTIVES

1. To understand the back ground behind the skill development
2. To reveal the status of implementation of RTE in rural government schools in Maharashtra
3. To examine the awareness and understanding of the provisions of RTE amongst teachers, parents and children.
4. To find out the problems of the backward class children in achieving basic education.
5. To unveil the facts and land up on the ways to fulfill the requirement of providing basic education.

1.2 SIGNIFICANCE OF THE STUDY

The study will provide a direction to the further studies and research. It will be of a help to design some ways to make education available to all. The issues and challenges raised in the study will help all the stake holders to become aware of their rights, take an active role in the enforcement of these rights and implement this Act more effectively and fruitfully to have a better quality education for the students for whom this act is meant.

1.3 LIMITATIONS OF THE RESEARCH

Present study covers the concept in brief. Various tools could not be extensively used due to the limited time span.

1.4 RESEARCH METHODOLOGY

To understand the This study, which is designed to investigate the status of the implementation of the RTE Act and its awareness among teachers, parents and children, is a descriptive study. The data on which the study is based is collected from secondary sources like previous research papers on RTE, Government websites, ASER Reports, published case studies, News articles etc... and primary sources like random observations, personal interaction with the students of Vasundhara Hostel, cases of Vasundhara Hostel, Cases observed by Daanpamita.

FEATURES OF THE RTE ACT

RTE has mentioned model rules under the heads of eight parts as;

- PART-I - PRELIMINARY
- PART-II - Right of Children to Free and Compulsory Education
- PART-III - Duties of State Government and Local Authority
- PART-IV - Responsibilities of School and Teachers
- PART-V - School Management Committee
- PART VI - Teachers
- PART VII - Curriculum and Completion of Elementary Education
- PART VIII- Protection of Rights of Children

These parts are summarized as follows:

- Free and Compulsory education to all children of India in the 6-14 age group.
- No child shall be held back, expelled or required to pass a board examination until completion of elementary education.
- A child who completes elementary education (upto class 8th shall be awarded a certificate).

- Mandates education of children along their peer age group (“age-appropriate”); provides for “special training” to facilitate age appropriate education
- Calls for a fixed student-teacher ratio.
- Will apply to all over India except Jammu and Kashmir.
- Provide for 25% reservation for economically disadvantaged communities in addition to class 1 in all private schools.
- Mandates improvement in quality of education.
- Sets qualification and working norms for Teachers in all schools
- School teacher will need adequate professional degree within 5 years or else will lose job.
- Mandates curriculum in all schools to be in consonance with Constitutional Values
- School infrastructure to be improved in 3 years else recognition cancelled.
- Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community
- Financial burden will be shared between state and central government.
- Protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.
- Separates agency for implementation of Act (Education Department) from agency charged with monitoring the implementation of the Act (NCPCR)

2.1 MAJOR OBSERVATIONS

Every other day we see children working at roadside, restaurants, in people’s home, on the roads and in the tea stalls. The Act Right to Education is not applicable to these children because of some reasons that become barriers in the path of the education of these children. These reasons are given as follow:

- **Family Background:** Education majorly depends on the family background. Well educated family always encourages their ward to go for further studies.
- **Illiteracy of parents:** large amount of population is illiterate and not aware of the value of education for his life therefore many people are missing the opportunity of right to education.
- **Lack of Awareness:** Other groups in society and the common man are not aware of the salient features of this act.
- **Lack of trained teachers:** The elementary education part of our system already suffers from shortage of teachers and a fairly large number of teachers of this segment are untrained. For disable students, special facilities and special trained teachers are required.
- **Teaching-learning:** If child learn or read lot of study materials but he does not know how to apply it in his daily life then whole study become useless.
- **Focus on Infrastructure:** Government has stated some basic requirements of infrastructure for the schools. Whereas, Government itself faces a huge challenge of ensuring quality of infrastructure and its maintenance. For NGO, social activists and other freelancers faces difficulty to follow the infrastructure norms.
- **Quality of Education:** The education varies from school to school, whereas Government focuses on quality education on one hand the other hand lags far behind. As the quality of education differs.
- **Barrier for Orphans:** It is an irony of the system that where we are talking about Sarva Shiksha Abhiyan, Sab Padhe Sab Badhe, Orphans are still untouched. They do not have any document to

produce while taking admissions and cannot enter the schools with proper infrastructure. They even do not have any motivation for Education.

- **Mental Disturbance:** those who are disturbed due to incidences in their life and problems they face are mostly emotionally and mentally disturbed. They are not the right person to provide education as a normal child; they require special attention and counseling where the lag is still there.
- **Difference in Government reports and actual situation:** Government is doing their best to provide education. In records 96% are enrolled in one or the other school where as fact is entirely different.
- **Focus on Syllabus Completion**
- **Lack of personal Ownership**

2. HIGHLIGHTS OF ASER REPORT

- The Annual Status of Education Report (ASER) is the most believed and considered as most authentic report. ASER 2018 included **almost all rural districts** in India and generated district, state, and national estimates of foundational reading and arithmetic abilities of children in the age group 5 to 16 years. It surveyed children in the age group of 3 to 16 years.
- ASER surveys use **Census 2011** as the sampling frame.
- **ASER 2016 followed the 'basic' model, sampling children age 3 to 16 for survey and testing reading, arithmetic, and English for children age 5 to 16.**
- In 2017, ASER conducted the first alternate-year design known as **ASER 'Beyond Basics'**, focusing on **youth in the 14 to 18 age** group in 28 districts across India.
- ASER 2017 inquired about what youth are currently doing and aspiring to, in addition to assessing their foundational skills and their ability to apply these to everyday tasks.

As it has released and has shocking revelations about the learning levels of primary students mentioned below:

ASER 2018 is a nation-wide household survey that provides a snapshot of children's schooling and learning for a representative sample of children across **rural India**.

Children in the age group 3 to 16 are surveyed to find out their enrollment status in school or pre-school. Children in the age group 5 to 16 are assessed one-on-one to understand their basic reading and arithmetic abilities.

FINDINGS

- **Schooling Levels: Enrollment and Attendance**
 - o **Overall enrollment (age 6-14):** The enrollment of children for the age group 6 to 14 has been above 95%, since 2017. Children **not enrolled in school has fallen below** 3% at 2.8% in 2018.
 - o **Girls out of school:** In 2018, the overall proportion of girls in the 11 to 14 age group out of school has fallen to 4.1% from 10.3% in 2006. Further, in 2008, more than 20% of girls in the 15 to 16 age group were not enrolled in school. In 2018, this figure has decreased to 13.5%.
 - o **Private school enrollment:** In 2016, proportion of children (age 6-14) enrolled in private school stood at 30.6% and is almost unchanged at 30.9% in 2018.

Learning levels: Foundational skills in reading and arithmetic

- **Reading**
 - o **Std III-** The percentage of all children in Std III who can read at Std **Learning levels: 'Beyond Basics'**- In ASER 2018, children in the **age group 14 to 16** were given a few tasks which required calculations to be **done in everyday contexts**. Children were asked to **calculate time**, compute how

many tablets would be required to purify water (**application of unitary method**), figure out where to **buy books given two different price** lists (financial decision making), and **compute a discount**.

- o Of the 14-16 year olds who could solve a numerical division problem, a little under half could compute the time question correctly, 52% could apply the unitary method to calculate how many tablets were needed to purify a given volume of water, about 37% were able to take the correct decision regarding the purchase of books, and less than 30% could compute the discount correctly.
- o In all cases, **fewer girls could solve questions** correctly as compared to boys.
- o **Teacher and Student Attendance**- At the all India level, **no major change** is seen in students' and teachers' attendance. Average teacher attendance has hovered at around 85% and average student attendance at around 72% for the past several years in both primary and upper primary schools.
- o Nationally, substantial improvements are visible in 2018 in the **availability of many school facilities** mandated by **Right To Education (RTE)**.
- o The fraction of schools with **usable girls' toilets doubled from 2010**, reaching 66.4% in 2018.
- o The proportion of schools **with books other than textbooks** available increased from 62.6% to 74.2% over the same period (i.e. from 2010 to 2018)
- o II level has increased from 21.6% in 2013 to 27.2% in 2018.
- o **Std V**- In 2018, 50.3% of Children enrolled in Std V can read at least a Std II level text. This figure has inched up from 47.9% in 2016
- o **Std VIII**- ASER 2018 data indicates that of all children enrolled in Std VIII in India, about 73% can read at least a Std II level text. This number is unchanged from 2016.
- **Arithmetic**
- o **Std III**- The all India figure for children in Std III who are able to do **at least subtraction has not changed** much, from 27.6% in 2016 to 28.1% in 2018. For government school children, this figure was 20.3% in 2016 and 20.9% in 2018.
- o **Std V**- The proportion of children in Std V across India who are able to do division **has increased slightly**, from 26% in 2016 to 27.8% in 2018.
- o **Std VIII**- The overall performance of Std VIII in basic arithmetic **has not changed** much over time. Currently about 44% of all children in Std VIII can solve a 3-digit by 1-digit numerical division problem correctly.
- **Learning levels: 'Beyond Basics'**- In ASER 2018, children in the **age group 14 to 16** were given a few tasks which required calculations to be **done in everyday contexts**. Children were asked to **calculate time**, compute how many tablets would be required to purify water (**application of unitary method**), figure out where to **buy books given two different price** lists (financial decision making), and **compute a discount**.
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CONCLUSION OVER REPORT

ASER continues to be the only national source of information about children's foundational skills across the country. Skill development and other things will take place only when the foundational skills are good. Making them good is the first responsibility before jumping to the conclusions of skill enhancement.

There is a group of people in society who works for such children. Some examples are quoted here.

1. Vasundhara Parivar: Mr. Nagesh Patil a person behind the birth of Vasundhara Parivar. It is an initiative taken on the background of pain faced due to an incidence happened with Mr. Patil during his visit to Akola. He has observed a girl between the age of 4 to 6 years accompanying her mother at her work. How this girl in a tender age doing all this labor jobs and why she is not studying? Such questions provoked Mr. Patil to take a research over it and there he found a number of problems like poverty, illness, loss of parent etc. Further search over this gave birth to Vasundhara Parivar an orphanage hostel for girls. Now 38 girls are the part of this parivar and every girl has heart melting story to share. These girls are now enrolled to the government schools due to the efforts taken by Mr. Patil and people later associated to him. NGO called Daanparmita became a major support for this Vasudhara Parivar. Where Daanparmita believes in social bonding and trying their best to fortify these girls. Again major observation in this case was education.

(Source: Personal Interaction with Mr. Nagesh Patil and Mr. Avinash Sangwai – Founder & Working President, Daanparmita)

2. Gurukul, A School for Special Children; Mr. Sunil Satpute has seen the first-hand lives of street children. During the course of his work in teaching them, he came across innumerable children with different degrees of retardation. These special children could not and would not go to the special schools that children from more privileged households had access to. Their parents were doubly helpless - due to lack of awareness and due to financial constraints. These children's future seemed doomed. Convinced that society owed these special children a dedicated community care & education centre, Shri. Satpute conceived the idea of Gharkul, a school for these special children. (Source: <http://gharkul.org/>)
3. 'Platform DyanMandir': Shrikant Aglawe, the man behind the concept. A group of 45 children comprising abandoned and runaway children from across Maharashtra and other states are being imparted education at a residential 'Platform School' here under Centre's flagship programme Sarva Shiksha Abhiyan. The 'Platform DyanMandir' better known as Platform School is run in a premises provided by the Nagpur Municipal Corporation (NMC) in Bajaria locality near the railway station here. These children, mostly boys, were found living in an isolated manner at railway platforms across the state and mostly indulged in begging, bag lifting and stealing. A majority of them are runaway children who left their homes due to various reasons including domestic violence, quarrels and mental torture. Poverty is also one of the reasons to leave home as some parents were unable to feed them two time meals. No one knows what happened to this school now.

(Source: <http://economictimes.indiatimes.com/news/politics-and-nation/runaway-abandoned-kids-pursue-education-in-platform-school-in-nagpur/articleshow/47597467.cms>)

4. Under the Bridge School: The school's founder, Rajesh Kumar Sharma, is a college dropout who owns a general store at Shakarpur, about 5 km from here. Main teacher Mr. Laxmi Chandra teaches together with friends and volunteers now more than 220 street children under the Yamuna bank station metro bridge in Delhi the basics in maths, reading and writing, science, Hindi, Sanskrit, Social studies and

English This is no regular government school. There is not any kind of support from the authorities. All teachers do it for free!

Most of these children will never become the chance to visit a regular government school. Without an ID card or birth certification they are out of governments schemes. It's a strange thing even after the declaration of right to education for children in the age group of 6-14 as a fundamental right.

(Source: <http://www.theweekendleader.com/Heroism/2108/educator-extraordinaire.html>)

5. FINDINGS

- Fundamental skills of the children is to enhanced first.
- RTE is known to those who are already aware about the importance of education and they care for their child.
- Most of the population is not aware of the benefits of the RTE Act.
- Poverty is the major factor which keeps people away from the education.
- There is no such team who can reach to these people and do counseling or communicate the benefits of RTE.
- Readiness of teachers or existing schools is lagging in accepting out of the box responsibility.
- In various schools there is lack of competent teachers.
- Major focus of teachers is on textbook teaching and syllabus completion.
- Lack of personal responsibility towards students.
- There is a wide gap between what was expected and what has so far been done.
- There has been some progress only in terms of enrollment/basic infrastructure but towards guaranteeing quality education in terms of student learning the state has to go a long way.
- Orphans face problems to enter in any school due to lack of proper documents and birth certificates.
- Students are also not aware of their rights.
- Encouragement and Motivation to the backward kids is lagging majorly.
- People who are taking initiatives out of the way are self motivated one and has realized the value of giving to society.

CONCLUSION

- Government has enacted and implemented the Act in the right spirit towards providing quality elementary education to all. But there are some loopholes for which government should take concrete action.
- A child from terrified family background requires special treatment and psychological counseling to deal with their education and life, for which proper teachers are to be appointed. Constant training and follow-up of the teachers from such schools is required.
- The quality of teachers is the backbone of any teaching program. Untrained or unmotivated teachers can ruin any program, no matter how ambitious it is.
- Creating a standard training program to train and generate quality teachers is crucial for the RTE Act to produce meaningful results. Teachers' performance is the most crucial input in the field of education.
- Educating students and reaching to the last child with the motive to take RTE in right spirit requires ownership towards social responsibility. It is to be understood that we also have to give something to the society where we live in.

- The implementation of RTE Act in Maharashtra is taken in a positive way but still there is long road ahead before all stakeholders even become aware of their rights let alone become able to exercise, and finally able to enforce their rights.
- The potential of the RTE depends a great deal on the advocacy and mobilization campaigns initiated by government, and the ability of parents and children to understand and exercise their new role relationships as far as elementary education is concerned.

SUGGESTIONS

- Hon'ble Prime Minister Narendra Modi, took a very vital step in Swachha Bharat Campaign with the concept of social bonding to create awareness and attain clean and healthy environment. In this campaign each every person is still taking part and is made responsible for the achievement of the dream. Similarly, it is in case of LPG on this background it is suggested that let create awareness of education and we propose to create social bonding for this, where each and every person should make responsible to attain the reach of RTE and it will be a real implementation.
- Family background and the emotional condition of the children differ from each other, for which teachers should be able to imbibe good habits and thoughts in the children.
- CSS (Common School System) was an essential step for attaining equality decades ago but now a days it should be changed into MSS (Model school system) based on the needs and demands of the society where education should be given free of cost and on private institute patterns.
- Practical Learning should be focused rather than text book syllabus completion.
- Even though the children of well educated families are going to the popular schools then also value based learning is still lagging in the schools. Moral based learning skipped its grip over the value based studies which develops the character of the children. Reference from guru shishya parampara teaching can be taken by the established schools to imbibe values to their students. It will encourage the social bonding of these students too, so that they will also become a part to take RTE in a right spirit.
- People who are being volunteers and working for the wellbeing of education for free, they must get something in terms rewards.

SCOPE FOR FUTURE RESEARCH

The present study has number of limitations and provide theoretical plot for the further research. The points covered in the present study can be treated as points taken out for the extensive research in this field. There is a wide scope of detailed study to reach the last child. Present study can be taken as base for the further extensive study. This study portrays the school going students whereas the same can be considered for the higher education. It will provide a wide scope in terms of research and implementation in higher education.

GOVERNMENT IMPLICATION.

On the basis of this study it can be advised that the earning and learning schemes can be worked out. Where the basic problem is poverty, earning while learning can get the majority of students to schools and further higher classes. People who are working for the betterment of the society they must get some rewards like some points in their credits due to which they will also be benefited in some specified areas.

Many new schemes can be worked out where existing available sources can be used and better result to be worked out.

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