

***QUALITY INTERVENTIONS IN RTE ACT-2009 AND ITS IMPLEMENTATION AT
UPPER PRIMARY LEVEL IN DELHI***

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ABSTRACT

For the development of any country, education for all is a necessary pre-requisite. To make this a reality, a positive beginning is made by the Government of India and RTE Act was passed by the govt. in 2009. It received Presidential assent and was notified as law on September 3, 2009 as the Children's Right to Free and Compulsory Education Act. 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. It emphasized that, 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. The Act describes the modalities having the provisions for free and compulsory education for children between 6-14 years of age under article 21 of the Indian constitution. The Act makes education fundamental rights of every child enforceable by law. The act has been put into implementation with effect from April 2010 and in order to find out the status of its implementation, an attempt has been made through this research to find out the ground realities of the implementation of RTE Act-2009. The study mainly intended

to examine the status of quality interventions at upper primary through a monitoring mechanism involving schools. The findings provided the status of various quality parameters, processes and interventions in the elementary schools of the country to support the policy planners, implementers, administrators and other stake holders in improving classroom processes and learning outcomes.

It was concluded that, the Right to Education has travelled a long and arduous journey, the Act, even in its present form must continue despite its shortcomings. Amendments to it could be sought through concerted effort by education practitioners, civil society and parliamentarians to address gaps and fortify its strengths. Accessing this right meaningfully and in full measure will require, aside from the investment of huge resources, financial and human, a lot of work on the ground level as well. Key to this is seeing free and compulsory education for children not just as a right, but as a duty. It is therefore the duty of the state, parents and guardians, and the community to ensure that all children of school-going age are in school. The government's intentions of engineering a social revolution by the RTE shall remain a mere wishful thinking if the issues like upgrading infrastructure, enhancing teacher quality and promoting educational attainment in schools etc. are not addressed. As a society, we need to make a concerted effort to achieve educational excellence, both government and private. Private educators and the government have to work synergistically to loosen the shackles of our strictly stratified society and we cannot overlook the fact that our educational system, both government and private, is in need of serious overhaul.