

# IMPLEMENTATION OF EDUCATIONAL ACT-2009 REFERENCE WITH ANANTAPUR DISTRICT

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## ABSTRACT

The goal of this study is to see how well the Right to Education (RTE) Act of 2009 is being implemented in Andhra Pradesh. The study also included a significant amount of primary data, which was gathered by canvassing a questionnaire among a select group of respondents. The information was gathered in public and private schools in two Andhra Pradesh districts. One dominated performed district and one meagre performed district in Andhra Pradesh state were chosen for the study sample based on key indicators of elementary education. According to primary data analysis, the enrollment status under the RTE regime is quite satisfactory, but the pupil-teacher ratio is 1:11, which is not in compliance with RTE standards. Improvements in physical infrastructure and human resources are required during RTE three, in addition to effective implementation of the Act. The majority of pupils responded positively to teaching Learning - Quality Indicators and Provisions, according to the survey. According to the teachers' responses, the majority of sample schools established a School Management Committee, and the school administration was pleased with the committee's performance. The majority of schools have hosted Parent-Teacher Student (PTS) meetings, which occur once a year on average. The RTE Act has been successful in attaining some of the aims it set out to achieve in 2010. Many states have succeeded in implementing RTE recommendations. Aside from the RTE Act's effectiveness, the current study discovered shortcomings in basic education following its adoption..

## INTRODUCTION

Education is the backbone of every country on the planet. Our Indian Constitution assures and ensures that education is in the hands of the state<sup>1</sup>. The 42nd constitutional Amendment Act, passed in 1976, added this topic to the concurrent list. Education is the state's primary tool for ensuring individuals' liberty and identity. No one can utilise democracy's power without education. To carry out his pledge, Parliament passed the Right to "Free and Compulsory Education Act, 2009 (RTE Act), which applies to all children aged 6 to 14 years. Although the bill was passed by the lower house in 2002, it was approved by a majority of the upper house in 2009. The President then granted his assent on August 4, 2009, although it went into effect on April 1, 2010. Several insertions and modifications to the Article were made by separate states under the 86th Amendment Act because it is the state's responsibility to ensure that the RTE is followed at all stages at all times. As a result, section IV A of Article 51A sub clause (K)<sup>2</sup> was added to make it mandatory for parents to take their children to school for education..

**MEANING OF RTE ACT, 2009**

As previously stated, the right to education is a fundamental right, however there are various rules, words, and definitions that were mentioned in the RTE Act under section 24, which is the backbone of the Act and must be understood. After years of waiting since its enactment in 2002, the RTE Act was eventually implemented in 2010. Article 21 provided the legal basis for this.

"The State shall provide free and compulsory education to all children aged six to fourteen years in such manner as the State may determine by legislation," says Article 21A.

Many international organisations are working in this subject to ensure that education is critical in eradicating poverty, terrorism, and unemployment, as well as safeguarding society. As a result, one of the major purposes of the UNSECO declaration is "everyone has the right to get an education." (8) Furthermore, Article 13 of the Covenant<sup>9</sup> recognises everyone's right to a free education (free for the primary level and "the progressive introduction of free education" for the secondary and higher levels). This should be geared at "the complete development of the human personality and a feeling of its dignity," as well as enabling all people to actively participate in society. Because education is regarded as both a human right and "an necessary method of fulfilling other human rights," it is one of the Covenant's longest and most important Articles. "We are determined to ensuring that all children, irrespective of gender and social status, have access to school," said then Prime Minister Dr. Man Mohan Singh when presenting this legislation. Education provides students with the required skills, knowledge, values, and attitudes to become responsible and engaged citizens of India."

**HISTORICAL BACKGROUND**

"At the turn of the nineteenth century, we had a restricted system of formal education consisting of a few institutions of higher learning and a huge number of elementary schools," Professor J. P. Naik (1978) said of the colonial educational system. The Hindu institutes of higher learning (the Tols and Pathshalas) taught in Sanskrit and were exclusively open to those from the higher castes who were traditionally allowed to study the Vedas. The Muslim schools of higher learning (Madrassahs) used Arabic and Persian as their mediums of instruction, and while they were mostly used by Muslims, they were also open to Hindus, and many Hindus studied Persian, which was the language of the Moghul court. Both types of organisations were mediaeval in nature and mostly focused on religious studies. They had a modest enrolment, less than one in a thousand of the overall population. The Muslim Maktabs also taught reading of the Koran, and the primary schools were comparatively humbler institutions that taught the three R's to anyone who wished to learn them... As a result, the vast majority of people were educated through incidental and non-formal channels of education, which introduced them to necessary vocational skills, traditional social culture, and assisted them in adjusting to their lonely and dismal position in life. Following independence, the state was obligated by national and international policy in general, as well as the Directive Principles of the Indian Constitution in particular, to provide free and compulsory elementary education to all children. Despite its constitutional and international commitments, the Indian government has failed to meet the constitutionally mandated deadline for universal elementary education. It took more than six decades for the Indian State to frame and implement the Right to Education Act, 2009, and to make the mandate of the Constitution an enforceable right in such a historical

development of free and compulsory education in India during the pre-independence and post-independence era."

"In 1946, the Constituent Assembly began its work, which continued until the Constitution was enacted in 1950. The Assembly Sub-Committee on Fundamental Rights, on the other hand, included free and compulsory education to the list of Fundamental Rights in 1947. "Every citizen has the right to free primary education," says Clause 23, "and it shall be the obligation of the State to offer free and compulsory primary education for all children until they reach the age of fourteen years within a period of 10 years from the start of this constitution."

"However, on April 23, 1947, the Constituent Assembly's Advisory Committee rejected free and compulsory education as a fundamental right, citing the possibility that "the State would not have adequate means to make provisions for free and obligatory education of all children?" Rao, 1968] added this clause to a list of "non-justiciable fundamental rights" (later dubbed "Directive Principles of State Policy"). Govind Ballabh Pant, a pandit, joked, "It can't possibly be justified. No court can possibly make a decision".. As a result, "this clause should be moved to Part IV (Directive Principles)" 21 At the time of the constitution's enactment in 1950, the clause relating to the right to education had already been drafted by the constitution writer under Article 41. They were well aware of the importance of education. But at the time, Article 41 only stated, "Within the limits of its economic capacity and development, the State shall make effective provisions for securing the right to work, to education, and to public assistance in cases of unemployment, old age, sickness, and disablement, and in other cases of undeserved want." This was not a fundamental right, and due to a shortage of cash, it was entrusted to the directive principal of state policy under art IV23 to the state."

The Supreme Court held in the 1993 case of Unnikrishnan vs. State of Andhra Pradesh<sup>24</sup> that "the residents of this country have a fundamental right to education." Article 21<sup>25</sup> gives rise to the above-mentioned right. "While noting that the right to education is not an absolute right, the Supreme Court held that every Indian citizen should have access to free education till the age of 14." The 86th Constitution Amendment Act of 2002 inserted Article 21A to the Constitution, which mandates that all children aged six to fourteen receive free and compulsory education. It also changed Article 45 (directive principles) to require the government to provide early childhood care and education.

"The government circulated a draught of The Right to Education Bill<sup>26</sup> in 2005, which would put the 86th Constitutional Amendment into effect. Later, a Cabinet-created High-Level Group determined that the legislation's financial ramifications were too great, and the government did not propose the Bill in Parliament 27. The Right of Children to Free and Compulsory Education Bill of 2008 aims to put the 86th Constitutional Amendment into effect. It lays out the roles of the federal and state governments, as well as teachers, parents, and community members, in guaranteeing that all children aged six to fourteen get free and compulsory elementary education." Following it, numerous events were planned, debates were held, and the media played an active role in this respect. After more than 60 years of independence, the RTE Act was eventually implemented during Dr. Manmohan Singh's tenure as Prime Minister of the United Progressive Alliance (UPA).

"We need to invest more in the most disadvantaged and impoverished and guarantee that they receive the finest quality education so that we can proactively" "neutral is the cumulative distortions of the past"<sup>39</sup>. "National Policy on Education, (National Policy on Education, 1986: 4.2, government of India)" The policy government has concentrated on the same argument that P.P. Rao used to substantiate his assertion in his journal. This is something I agree with..

## **EDUCATION IN FREE INDIA**

Following independence, efforts were made to reorganise the entire educational system (elementary, secondary, and higher education) according to a national model. The demand for compulsory schooling was also realised in India. "Great changes have taken place in the country, and the educational system must also be in keeping with them," Jawaharlal Nehru said in his opening address to the All India Educational Conference in January 1948. "Education as a whole must be changed." As a result, some educational provisions were made in the Indian Constitution, and various commissions and committees were appointed from time to time for the universalization of elementary education, keeping in mind the importance of education, particularly elementary education, for the tasks of national reconstruction and strengthening democracy..

## **IMPORTANCE OF ELEMENTARY EDUCATION**

Elementary education is the initial step on the educational ladder for a youngster. It is the most important stage of education because it creates the groundwork for the development of pupils' personalities, attitudes, confidence, habits, learning capacities, and communication abilities. At this age, children learn the fundamental skills of reading, writing, and arithmetic. Physical growth can be aided at this stage, as can interest in sports and adventure, as well as manual dexterity. Primary education is for the entire population of the country, not just for a specific class or group. It pervades all aspects of life and has more to do with the creation of national ideology and character than any other single social, political, or educational activity. 10 Elementary education is the foundation of the complete superstructure of the nation that we wish to construct. The educational basis of a nation's population determines its strength and progress. Elementary/primary education is critical for mass literacy, which is a prerequisite for the effective functioning of democratic institutions, economic development, and social structure modernisation. It is also an essential first step toward ensuring that all people of the country have equal access to opportunities (Tilak, 1996, 1997).

Because elementary/primary education is becoming more important as the foundation for educational setup, it is envisaged that forethought and purposeful preparation, including goals and objectives, will be implemented.

## **OBJECTIVE OF STUDY**

- The review are to figure out the situation with execution of different arrangements of Right to Education Act 2009 and to assess or survey the presentation of schools in the example regions after execution of Right to Education Act.

## **RESEARCH METHODOLOGY**

The methodical techniques by which the researcher moves from the first identification of the issue to the final

findings are referred to as research methodology. The methodology's purpose is to ensure that research is conducted in a scientific and reliable way. The research approach specifies the instruments and strategies that will be used to address the research challenge. Research is not a random process; it requires moving in a specific direction along well-defined lines. Anything done in an unplanned way may be dubbed anything, but research is not one of them. Purposive, scientific, and deliberate thought is what research is. "Research is regarded to be a more formal, methodical, intense process of carrying out the scientific technique of analysis," writes John W. Best (1989). Any scientific inquiry relies on data that is accurate and reliable. Any research project's anchor sheet is data sampling, as it is the data the study owes its success to the technique chosen and the kind of data required for its answer. It should be viable, well-thought-out, well-understood, and well-defined.

The general research design, including the research paradigm, methodology, methodologies, and techniques employed in the current study, is presented and evaluated in this chapter. This chapter explains the research's strategy and methodology, as well as the justification for employing certain methodologies and procedures. The technique for conducting the research is outlined in full.

As a result, the current chapter describes the research sample as well as the method of creating, administering, and evaluating data from the instrument utilized in the study..

## **SAMPLE OF THE STUDY**

The investigator has picked the Punjab district of Anantapur to conduct a thorough investigation and gather all relevant information on the implementation of the Right to Education Act 2009.

1. There are 937 primary schools, 187 middle schools, 28 aided schools, and eight CD (cluster development) blocks in Anantapur district. Simple random sampling methods were used to pick the sample. The survey included 260 government elementary schools (primary and middle) and aided schools in the Anantapur district. To get a representative sample, According to the number of schools available in each block, 212 government primary schools, 42 government middle schools, and 6 government aided schools were randomly picked from each block.

2. A sample of 100 instructors and 100 parents was selected to assess their knowledge of the Right to Education Act of 2009. To create a representative sample, the proportion of total schools (government primary, middle, and aided schools) in the district was divided by the number of teachers and parents. So, Each block of Anantapur district picked 81 instructors and parents from elementary schools, sixteen teachers and parents from intermediate schools, and three teachers and parents from aided institutions. Teachers were chosen at random from a list of parents compiled from school records of selected schools in each block, and parents were chosen at random from a list of parents compiled from school records of selected schools in each block.

The study's sample was dispersed among three distinct kinds of schools, with a sample of teachers and parents

drawn from each of these schools to assess the status of the Right Education Act, 2009. Tables 1 illustrate the distribution of the sample.

**Table 1: Sample Distribution.**

S. No.	Type of Schools	Total No. of Schools in Anantapur District	Percentage of the Total Schools	Percentage According to the Sample	Total No. of Schools to be Taken for the Study
1.	Govt. Primary schools	937	81.34	211.48	212
2.	Govt. Middle schools	187	16.23	42.20	42
3.	Govt. Aided schools	28	2.43	6.318	06
4.	Total	1152	100		260

The schools were chosen using a simple random sample approach from each block in Anantapur district's primary, middle, and aided schools.

### **STATISTICAL TREATMENT OF THE DATA**

The suggested study was conducted using both a qualitative and quantitative technique in educational research. Percentages were computed and then displayed in the form of tables, with graphs used to make comparisons.

### **DATA ANALYSIS**

This chapter deals with the data analysis and interpretation in relation to the study's research topics. In reality, the analysis and interpretation chapter may be considered the heart of the research process, since it tends to interpret data quantification as tables or raw data alone cannot process any information about the technical aspects of the study. The next step is to examine the data using appropriate statistical methods once it has been collected and processed. Data collecting entails not just obtaining respondents' replies, but also a great number of observations, all of which must be processed into some kind of useful interpretation and outcomes. The quantitative and qualitative data is handled appropriately, and the findings are interpreted to provide



meaningful outcomes. To answer research questions, analysis entails classifying, organizing, altering, and summarizing data. The goal of analysis is to make data more understandable and interpretable so that useful conclusions may be reached. The analysis' final outcome is the establishment of broad conclusions, but the interpretation is concerned with what these findings really imply. In other words, it gives voice to facts that would otherwise be silent.

The goal of this research was to assess how well the Right to Education Act of 2009 has been implemented. Data was obtained by visiting several primary, middle, and aided schools in the Anantapur area of Punjab State in order to perform the current research. The school's enrollment rate, dropout rate, student teacher ratio, human and non-human resources, and special facilities for children with special needs were all studied. The comments of teachers and parents were evaluated to see how well they knew about the Right to Education Act of 2009. The following is a summary of the extensive study and interpretation of data from government primary, middle, and aided schools:

The first section deals with the research question. 1: Has the number of students enrolled grown after the passage of the Right to Education Act in 2009?

Section II is concerned with the research issue. 2: Has there been a decline in the number of children dropping out of school?

The third study question is: What is the current situation of the pupil-teacher ratio in elementary schools?

Section IV is concerned with the research issue. 4: What is the current state of human resource management in elementary schools?

Section V is devoted to the research question. 5: What is the current state of affairs in terms of non-human resources in elementary schools?

The research question is addressed in Section VI. 6: Do elementary schools provide all of the necessary facilities for students with special needs?

The research issue is addressed in Section VII. 7: To what extent are instructors aware of the various provisions of the Right to Education Act of 2009?

Section VIII addresses research question 8: Are parents aware of the various requirements of the 2009 Right to Education Act?

From 2008 to 2015, the investigator collected data from numerous Anantapur District schools (Government Primary, Middle, and Aided). The Right to Education Act of 2009 went into effect on April 1, 2010, although the year 2008-09 was taken into account in order to have a clear picture of school improvements before and after the Act's adoption. The following is a comprehensive examination and explanation of each part.:

## **RESEARCH QUESTION 1: HAS THE RATE OF ENROLMENT INCREASED AFTER THE IMPLEMENTATION OF RIGHT TO EDUCATION ACT, 2009?**

The Right to Education Act of 2009 was enacted with the hopes of attracting a larger number of kids to schools and assisting in the achievement of the objective of universalizing primary education. This section contains a thorough study of the enrollment status of the different (primary, middle, and aided) schools in each block of the Anantapur district, as follows:

**STATUS OF ENROLMENT IN THE SCHOOLS**

**Status of Enrolment in Primary Schools of Anantapur District**

**Table 2 shows the total enrolment in anantapur district's primary schools by block.**

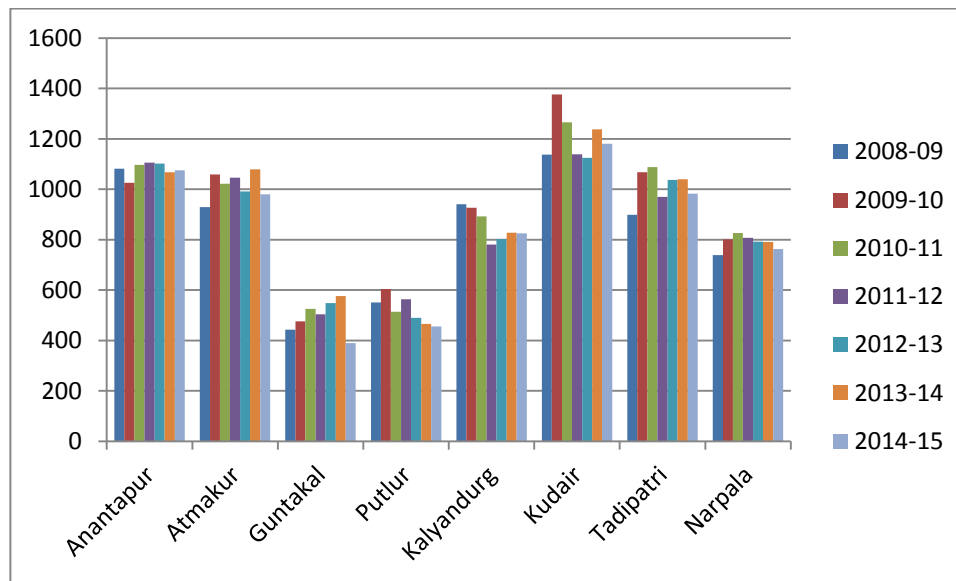
Year	Anantapur	Atmakur	Guntakal	Putlur	Kalyandurg	Kudair	Tadipatri	Narpala
2008-09	1081	929	443	551	941	1137	898	738
2009-10	1025	1059	476	604	927	1376	1068	801
2010-11	1096	1022	525	514	892	1266	1088	826
2011-12	1105	1046	503	563	781	1138	969	807
2012-13	1102	991	548	490	802	1125	1037	792
2013-14	1067	1079	576	465	828	1238	1039	790
2014-15	1075	980	389	455	825	1181	982	762

**Source:** Primary Survey.

According to Table 2, the number of students enrolled in Anantapur block increased significantly between 2010-11 and 2011-12. Though enrollment climbed for two years in a row, it fell in 2012-13 and 2013-14 before increasing again in 2014-15. Between 2011-12 and 2013-14, the overall enrollment of Atmakur block increased significantly. Enrollment, on the other hand, fell in 2012-13 and 2014-15. As a result, it is clear that there has been no progressive change in enrollment in Atmakur block primary schools in each subsequent year since the adoption of the Right to Education Act, 2009. The overall number of students enrolled in Guntakal Block grew in 2012-13 and 2013-14, after a large drop in 2011-12. It decreased dramatically in 2014-15, falling below the level seen in 2008-09. The overall enrollment in Bhunerheri block decreased significantly in



2010-11, but then rebounded in 2011-12. However, it began to decline again after that. During the years 2010-11 and 2011-12, overall enrollment in Kalyandurg Block decreased, but climbed in the years 2012-13, 2013-14, and 2014-15. The overall enrollment in Kudair block primary schools declined in 2010-11, 2011-12, and 2012-13, then climbed in 2013-14 before decreasing again in 2014-15. During the 2010-11 school year, the overall enrollment at Tadipatri block primary schools rose. It fell in 2011-12, then rose in 2012-13 and 2013-14, before falling again in 2014-15. The overall enrollment in Ghanour block primary schools climbed with the passage of the Right to Education Act in 2009, but it began to decline in 2011-12, 2012-13, 2013-14, and 2014-15, correspondingly.



**Figure 1: A bar graph depicting the total enrolment in Anantapur District Primary Schools in various blocks.**

As shown in Figure 1, the number of students enrolled in the Anantapur block was highest in 2011-12 and lowest in 2009-10. Similarly, enrollment in Tadipatri block peaked in 2013-14 and peaked in 2008-09. It was highest in the year 2013-14 and lowest in the year 2014-15 for the Guntakal block. The greatest was in 2009-10 and the lowest was in 2014-15 for the Bhunerheri block. It was highest in the year 2008-09 and lowest in the year 2011-12 for the Kalyandurg block. It was at its highest in 2009-10 and lowest in 2012-13 for Kudair block. For the Tadipatri block, the highest was in 2010-11 while the lowest was in 2008-09. It was at its highest in Ghanour block in 2010-11 and lowest in 2008-09.

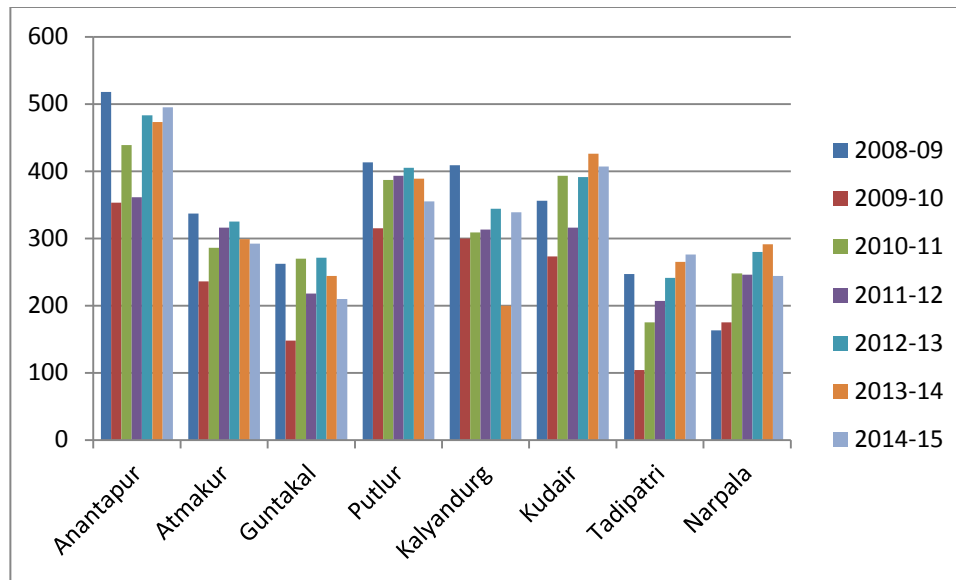
**Status of Enrolment in Middle Schools of Anantapur District**

**Table 3 Shows the total number of students enrolled in anantapur district's middle schools per block.**

Year	Anantapur	Atmakur	Guntakal	Putlur	Kalyandurg	Kudair	Tadipatri	Narpala
2008-09	518	337	262	413	409	356	247	163
2009-10	353	236	148	315	300	273	104	175
2010-11	439	286	270	387	309	393	175	248
2011-12	361	316	218	393	313	316	207	246
2012-13	483	325	271	405	344	391	241	280
2013-14	473	299	244	389	200	426	265	291
2014-15	495	292	210	355	339	407	276	244

**Source:** Primary Survey.

Table 3 indicates that total enrollment in Anantapur block Middle schools grew in 2010-11, shortly after the adoption of the Right to Education Act, 2009, but afterwards exhibited oscillations in total enrolment of pupils. After the passage of the Right to Education Act in 2009, overall enrollment in Atmakur block grew, but it began to decline in 2012-13. The overall enrollment in Guntakal block varied with the adoption of the Right to Education Act, 2009 until the 2012-2013 school year, and then dropped drastically in the 2013-14 and 2014-15 school years. Following the enactment of the Right to Education Act, 2009, overall enrollment in the Bhunerheri block climbed in the years 2010-11, 2011-12, and 2012-13, before declining in the years 2013-14 and 2014-15. After the enactment of the Right to Education Act, 2009, overall enrollment in the Kalyandurg block climbed for two consecutive years, 2011-12 and 2012-13, before severely decreasing in 2013-14 and then rising in 2014-15. Except for the years 2011-12 and 2014-15, when total enrollment declined, the total enrolment in Kudair block grew since the adoption of the Right to Education Act, 2009. Following the passage of the Right to Education Act in 2009, the overall enrollment in Tadipatri block's middle schools rose. After the passage of the Right to Education Act in 2009, overall enrollment in Ghanour block climbed dramatically, but it began to decline in 2014-15.



**Figure 2: A bar graph depicting the total enrolment in several blocks of Anantapur District middle schools.**

## CONCLUSIONS

The researcher has endeavoured to convey the findings of the study based on replies from several Government primary, middle, and aided schools in the Anantapur district in this section. The following are the sections in which the findings were delivered, taking into account each research under consideration:: The facilities provided to youngsters who want to get an education are clearly shown in the sections above. A youngster is entitled to free education and may enrol in school at any moment without limitation. Furthermore, no kid should be compelled to pass any board exams until they have completed primary school. After the introduction of the Right to Education Act, 2009, it was predicted that the rate of enrollment in different government schools would grow. The investigator discovered that following the adoption of the Right to Education Act in 2009, the rate of overall enrollment in elementary schools in Anantapur district did not improve. After 2012-13, only elementary schools in the Guntakal block exhibited any continuing development in terms of total enrollment of pupils. Kudair block, in comparison to all other blocks in Anantapur district, has taken the lead in enrolling more pupils in school in each of the years after the Act's adoption. The total number of enrolments in Anantapur district's middle schools fluctuated across the district's various blocks. Only the intermediate schools in the Tadipatri area exhibited a steady increase in overall enrollment. During all of the years after the introduction of the Act, 2009, Anantapur block has taken the lead in enrolling more pupils in the school than all other blocks in the district.

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