



## Topic: Right to Education Act 2009: A Study of its Implementation in Haryana “Dr. Deepak”

**Abstract:** The present research is to analyze the reservation of 25% at the elementary level in Haryana. Right of Children to Free and Compulsory Education Act, 2009, is the recent reform in the field of elementary education. By 86th amendment, Article 21 A was added as the new fundamental right in 2002. The Act was passed by both Rajya Sabha and Lok Sabha received the consent of President on August 26, 2009. “Right of Children to Free and Compulsory Education Act, 2009”, was notified and came into effect from April 1, 2010. The present research is a descriptive survey. The data was collected from 120 in-service teachers teaching in Haryana School. A questionnaire comprising of open ended questions was prepared for studying the views, challenges and suggestions of the teachers regarding RTE Act. The data collected was systematically tabulated and analyzed qualitatively. The findings of the study showed that there is a wide gap between policy interventions and how it is actually perceived and implemented in the field.

**Keywords:** Right to Education, Policy, In-service teachers, Students, Government.

**Introduction:** The Right of Free along with Necessary Education Act or Right to Education Act (RIGHT TO EDUCATION), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the significance of free along with Necessary education for children between 6 along with 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make education a fundamental right of each child when The Act (RIGHT TO EDUCATION) came into force on 1 April 2010.

The Act (**RIGHT TO EDUCATION**) make schooling a basic right of each kid between the ages of 6 along with 14 along with identify minimum norms in basic schools. It requires all private schools to reserve 25 percent of seats to children. Children are admitted in to private schools based on economic status or caste based uncertainties.

The **RIGHT TO EDUCATION** Act requires surveys that will monitor all neighbor hoods, identify children requiring education, along with set up facilities for providing it. Sam Carlson has observed that "The **RIGHT TO EDUCATION** Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance along with completion on the Government. It is the parents' responsibility to send the children to schools in the US along with other countries."

Education in the Indian constitution is a parallel matter along with both centre along with states can legislate on the issue. The Act (**RIGHT TO EDUCATION**) lays down specific tasks for the centre, state along with local bodies for its implementation. The states have been clamoring that they lack financial capacity to deliver education of proper along with card in all the schools needed for universal education. Thus it was clear that the Authorities will be required to subsidies the states.

**Objectives of the Study:** To verify about provision of 25% reservation for Economic Weaker Section in schools.

**Hypothesis of the Study:** To verify about provision of 25% reservation for Economic Weaker Section in schools.

**Research, Planning & Research Methods:** The first step is to develop an efficient sequential plan for the study. Keeping the objectives in mind, the researcher will take a macro level approach, i.e., largely the data will be collected at macro level. However, micro level data will also be collected in order to discuss, assess, and verify the macro level data. Primary and Secondary data is used for the research work.

We have taken three districts of Haryana namely Rohtak, Jind and Hissar located almost in the center of Haryana. We have taken sample of total 60 schools randomly in all three districts approximate 20 each and approximate total

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of 120 teachers from all the schools were examined or asked questions for the concerned research work. Also to get the exact impact of the education policy we examined or studied 360 students from sample set of schools in all the three districts.

**Result of the Objective:**

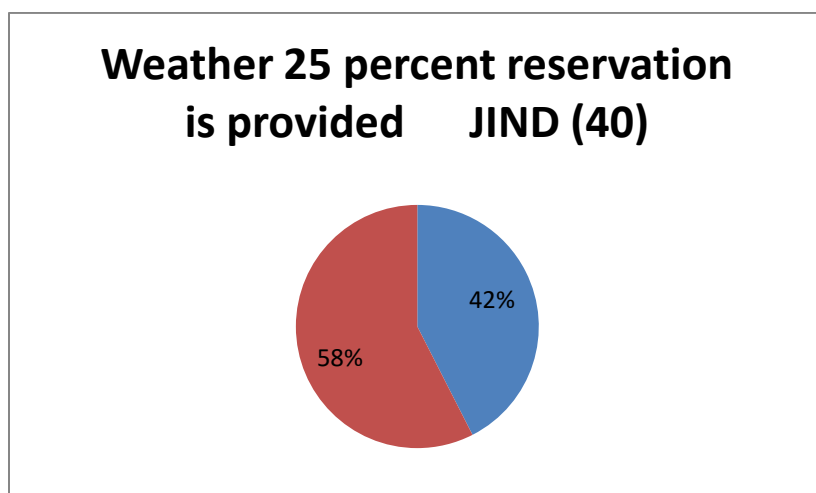
**Weather 25 percent reservation is provided:** The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of the public-private partnership plan). Kids are admitted in to private schools based on economic status or caste based reservations. It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age.

**Weather 25 percent reservation is provided**

(N=120)

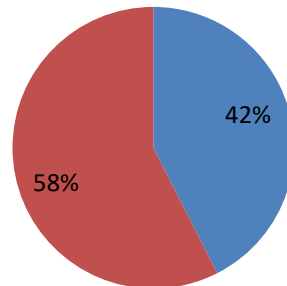
Class	Number of Respondents	JIND		ROHTAK		HISSAR	
		YES	NO	YES	NO	YES	NO
I <sup>st</sup>	15	1	4	1	4	2	3
II <sup>nd</sup>	15	3	2	3	2	3	2
III <sup>rd</sup>	15	2	3	4	1	3	2
IV <sup>th</sup>	15	3	2	2	3	2	3
V <sup>th</sup>	15	2	3	3	2	1	4
VI <sup>th</sup>	15	3	2	2	3	3	2
VII <sup>th</sup>	15	1	4	2	3	2	3
VIII <sup>th</sup>	15	2	3	2	3	3	2
Total	120	17 (58%)	23 (42%)	19 (47%)	21 (53%)	19 (47%)	21 (53%)

Source: Field Survey

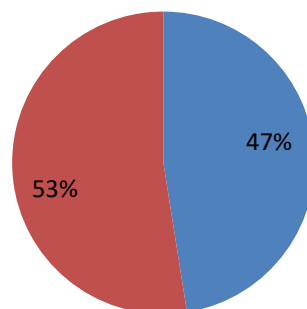




### Weather 25 percent reservation is provided JIND (40)



### Weather 25 percent reservation is provided HISSAR (40)



From the above chart this is clear that majority of teachers respondent claims that reservation (25%) is not provided as per the Act. We have observed that more than 50% of the respondent claims that it is not up to the mark.

**Conclusion:** In the present study the findings, observations and inferences based upon the classification, analysis of primary data in the preceding chapter has been drawn and presented. The conclusions and inferences have been drawn upon the findings and observations of the present study. Accordingly, the hypotheses of the present study have been tested on the basis of the findings and observations. In addition to this, some of the suggestions drawn upon the findings and observations of the present study have been carved out.

From the analysis this is clear that majority of teachers respondent claims that reservation (25%) is not provided as per the Act. We have observed that more than 50% of the respondent claims that it is not up to the mark.

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