

## IMPLEMENTATION OF RIGHT TO EDUCATION IN TELANGANA

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### ABSTRACT

*This article examines the implementation of the Right to Education Act .The first six years of a child's life is critical to a child as well as a Country. It lays the foundation for lifelong learning and development. The early periods of life are a period of tremendous growth both in terms of expanding the horizons of development and also in deepening the development. A stimulating environment is a necessary condition for development. Health, nutrition and Education together constitute care and education. The objective of early childhood care and education is to ensure that children are provided with "a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development. It is also reflected in the Right to Education Act (2009) which states, "with view to prepare children above the age of three years for Elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school Education for such children". The RtE is of course applicable to children from 3 yrs of age and not earlier. The emphasis on Early Childhood Care and Education is reflected in several policies and programs of Action.*

*Keywords: RTE, Elementary education, Growth and Development*

### INTRODUCTION

The Right to Education Act 2009, also known as the RTE Act 2009, was enacted by the Parliament of India on 4 August 2009. It describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India under Article 21 (A) of the Constitution of India. This act came into effect on 1 April 2010 and made India one of the 135 countries to have made education a fundamental right for every child. It prescribes minimum norms for elementary schools, prohibits unrecognised schools from practice and advocates against donation fees and interviews of children at the time of admission. The Right to Education Act keeps a check on all neighbourhoods through regular surveys and identifies children who are eligible for receiving an education.

Educational challenges have been prevalent at both the centre and states for many years in India. The Right to Education Act 2009 maps out roles and responsibilities for the centre, state and all local bodies to rectify gaps in their education system in order to enhance the quality of education in the country.

### Main features of Right to Education 2009 act

The salient features of the Right of Children for Free and Compulsory Education act are

- Free and compulsory education to all children of India in the six to 14 age group;
- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education;
- A child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and

within such time limits, as may be prescribed: Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

- Proof of age for admission: For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1856 or on the basis of such other document, as may be prescribed. No child shall be denied admission in a school for lack of age proof
- A child who completes elementary education shall be awarded a certificate;
- Calls for a fixed student-teacher ratio;
- Will apply to all of India except Jammu and Kashmir;
- Provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools;
- Mandates improvement in quality of education;
- School teachers will need adequate professional degree within five years or else will lose job;
- School infrastructure (where there is problem) to be improved in three years, else recognition cancelled;
- Financial burden will be shared between state and central government

### **Challenges in the implementation of the RTE Act**

The RTE Act has achieved, the quality of education in the country is still not at par with the expected standards of quality education. A minimum benchmark is important which has not been mentioned in the RTE Act. The principals whom we interviewed suggested that a basic format and a structure should be given to schools to maintain quality of education. The provision of quality education needs to be the priority of the government. The concept of quality education is very notional in the RTE Act and needs to be revised. The percentage of children with reading skills as per their standard of study is significantly low, and more so among the rural schools vis-à-vis the urban schools. Even in urban schools the learning standards of the economically disadvantaged groups are much lower than the rest. Thus, the Act has not been able to adapt to the needs of a divided and differentiated Indian society. The Act is excessively input-focused rather than outcome-oriented. A high enrollment ratio, better infrastructure, PTR (Pupil teacher ratio) alone cannot justify the greater cause that education will play in nation building. What is required is an Act that focusses not just on the inputs, but also on quality output. Despite significant efforts by Central as well as State Governments in implementing the policies laid down in the Act, there have been various dimensions of the Act which have been severely critiqued as being detrimental to the successful implementation of the Act.

### **Telangana Education**

Education and health are critical social sectors which need active intervention by the government to steer human capital for economic development of the state.

Telangana government has taken up the process of overhauling and strengthening the public education system from the kindergarten level to degree education at college levels in a phased and systematic manner. Adequate investments are being made in education to make the people contribute to the goal of 'Bangaru Telangana'. A number of new initiatives have been

taken to provide universal and compulsory education to all in order to improve their socio-economic conditions.

- **Hostels in Telangana:** The construction of 34 integrated welfare hostel complexes (IWHCs) has been taken up for providing basic amenities and other facilities to hostellers at a cost of Rs 1.68 crore per complex which can accommodate 400 students from SC, ST and BC communities.
- **Ananda Nilayams:** Ananda NilayamsThe inmates of nearly 33 Ananda Nilayams (destitute homes) who are orphans and from families engaged in unclean occupations are provided all facilities on par with the boarders in social welfare hostels.
- **College Hostels:** At present 183 college hostels in the state with 11,391 students who are given post-matric scholarships (for both SC and backward classes) as well as full reimbursement of tuition fee.
- **Ambedkar Overseas Vidya Nidhi:** To help scheduled caste students pursue higher education in foreign universities an assistance of Rs 10lakh each is sanctioned to meritorious students.
- **Residential Educational Institutions Society:** Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) runs 134 schools for students from Classes V to XII with English as medium of instruction. Having a structured reservation quotas, there are nearly 71,493 students enrolled in these schools. TSWREIS has evolved as an institution that specifically cares for girls with about 88 institutions (66.16 %) reserved for girls. TSWREIS has robust infrastructure with 121 schools having their own buildings and another 13 are under construction. TSWREIS has leveraged new technologies both in its administration and educational curriculum and as a result all its 134 schools are part of an intranet for high-speed web connectivity. The academic progress of the students and teachers is monitored online through a online monitoring system.
- **Ashram Schools and Hostels:** Tribal welfare department is maintaining 283 Ashram Schools which have 85,843 ST students in all; 212 hostels in which 40,763 youths are staying and 101 post matric hostels with boarder strength of 20,100 students. The pass percentage in SSC public exams held in March 2014 is 84.21% for ST students.
- **Gurukulam in Telangana:** Gurukulam runs 150 institutions with a strength of 38,511 students. Nearly 88.67% of the students of tribal welfare residential schools passed in SSC public exam held in March, 2014. The percentage of students of tribal welfare residential junior colleges passed in intermediate public exam is 85.80% against the state average of 55.85%.
- **Hostels for college students:** To promote higher education among the backward classes, official orders have been issued for setting up one hostel each for boys and girls in each assembly constituency in Telangana. At present, 247 college hostels are functioning (123 boys hostels and 124 girls) with a total strength of 17,334 (8,917 boys and 8,417 girls) during the year 2014-15.

- **Residential Schools in Telangana:** There are 19 BC residential schools (12 for boys and 7 for girls) with a total strength of 7,584 students (5,218 boys and 2,366 girls) in the state.
- **Post-matric scholarships, fee reimbursement:** All eligible BC students having an annual family income up to Rs 1 lakh per annum are sanctioned post matric scholarships and reimbursement of tuition fee on saturation basis. During. The eligibility criteria for EBCs (economically backward classes) for getting reimbursement of tuition fee are the same as those applicable for BCs.
- **Intermediate Education**  
There are 397 junior colleges and 4 vocational junior colleges under the administrative control of the Director of Intermediate Education. Besides, 43 privately owned junior colleges take instructions from the directorate with regard to grant-in-aid, service conditions and academic matters. After completing intermediate studies (Class 12th) conventional courses in science, arts and commerce and vocational courses are offered. Moreover, 29 vocational courses are also offered in 588 junior colleges in the field of engineering and technology, agriculture, home science, paramedical, business and commerce and humanities.
- **Collegiate Education:** The department of collegiate education ensures quality, equity and access to higher education for the students. Further, it monitors academic quality in 126 government degree colleges and 69 aided colleges existing in the state.  
The department also looks after the development needs of all government colleges. There are 195 degree colleges (126 government and 69 aided) with 1,46,124 students (87,339 in government colleges and 58,785 in aided colleges).
- **Technical Education:** The department of technical education strives to bring out engineers and technicians with adequate skill sets to match the demands of the industry.  
At present, there are 1,356 diploma and degree-level professional institutions in Telangana with a total intake of 3.47 lakh students per year.
- **Skill Development Centres:** To improve the quality in technical education, 27 Skill Development Centres (SDC) have been set up in polytechnics at a cost of Rs 30 lakh for each SDC which offered hands-on training to enhance the employability of students. As many as 10,028 students were trained at SDCs till the end of 2014-15.
- **Higher Education in Telangana:** As majority of higher education institutions are located in Hyderabad, Rangareddy and Warangal districts, access to these colleges for earning a job-providing degree is quite difficult for most of the rural students of Telangana.

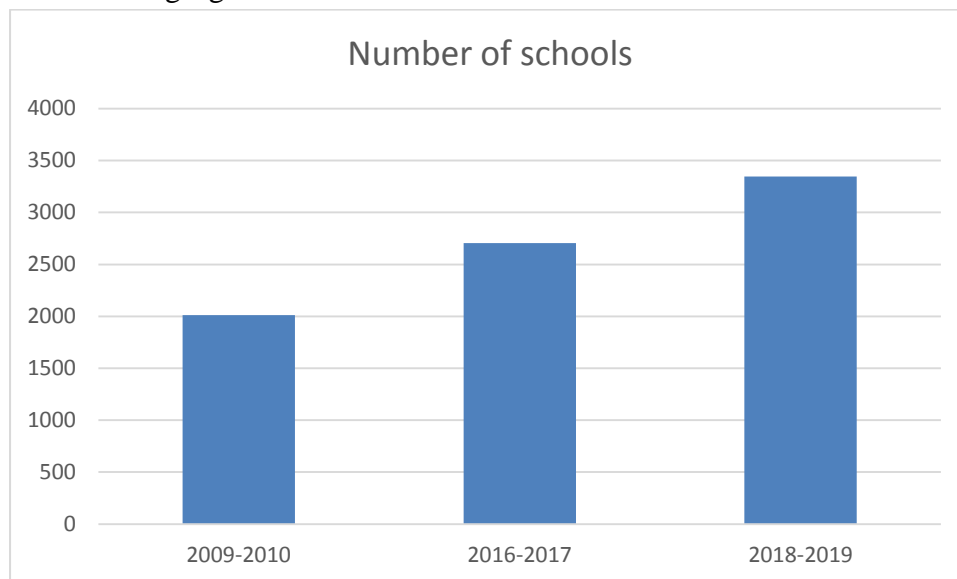
## RESULTS

Incorporating the parameters of Right to Education Act, The Right to Education Act of 2009 was incorporated into the questionnaire. The main focus of the survey was to collect the quantitative information regarding physical infrastructure, pupil-teacher ratio, and the pupil-room ratio; and the status of School Management Committee (Constitution/ understanding of responsibilities and roles). Investigators were also provided with information on "Right to Education Act," 2009" as well as the Rules and Regulations.

### All Elementary Schools in Medak District

Year	2009-2010	2016-2017	2018-2019
Number of schools	2013	2707	3347

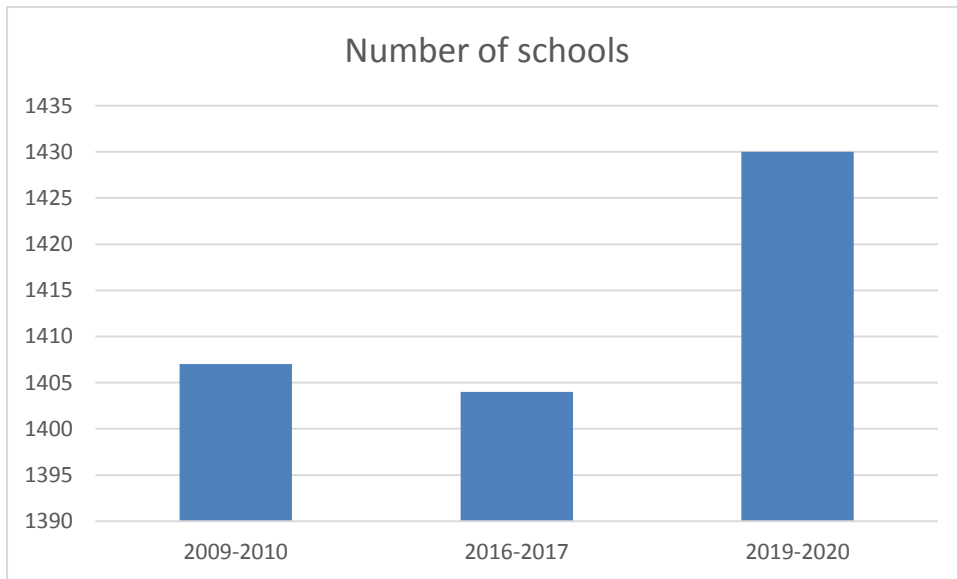
Table- shows total elementary school in Medak in 2009-10 was 2013, increased to 2707 in 2016-17. Table also show 3347 elementary schools in year 2018- 19. Therefore, H2-Elementary school has been increased after implementation of RTE Act -2009 is accepted because total elementary schools increased by 1334 from the year 2009-10 to 2018-19. The rate of new opening elementary schools was 66.25%. The overall data is easily understood by the following figure:



### Government Elementary Schools (Basic Education Department) in Medak

Year	2009-2010	2016-2017	2019-2020
Number of schools	1407	1404	1430

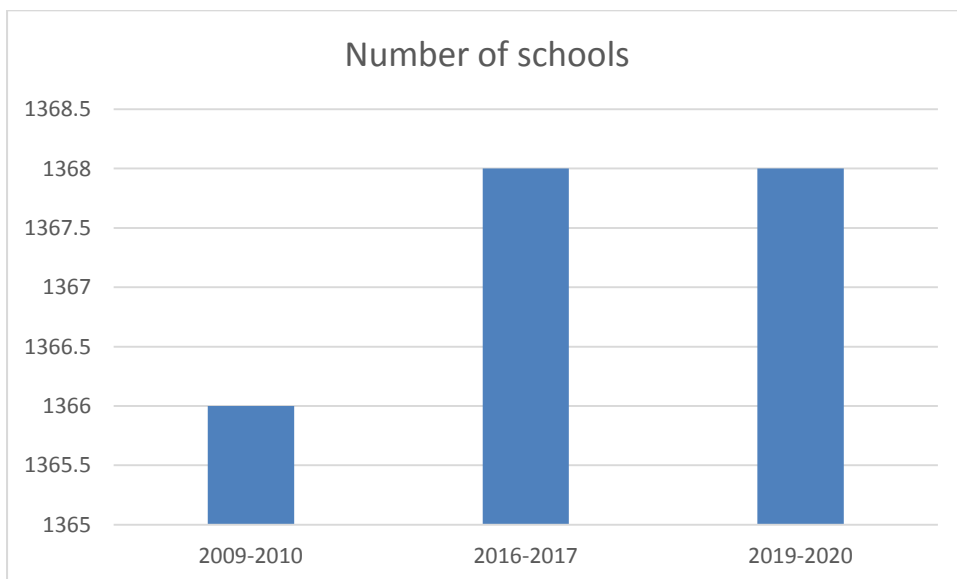
Table show total government elementary schools in Medak in 2009-10 was 1407. In year 2016-17 total numbers of elementary schools was 1404. Table also show 1430 total elementary schools in year 2018-19. Total government elementary schools increased by 23 from the year 2009-10 to 2019-20. The rate of new opening government elementary schools was just 1.63%. The overall data is easily understood by the following figure:



**All Government Elementary Schools (Basic ShikshaParisad) in Medak**

Year	2009-2010	2016-2017	2019-2020
Number of schools	1366	1368	1368

Table show total government elementary schools under Basic ShikshaParisad in Medak in 2009-10 was 1366. In year 2016-17 total numbers of elementary schools was 1368. Table also show 1368 total elementary schools in year 2019-20. The table also indicates that any school was not open by Basic ShikshaParisad in last four years.

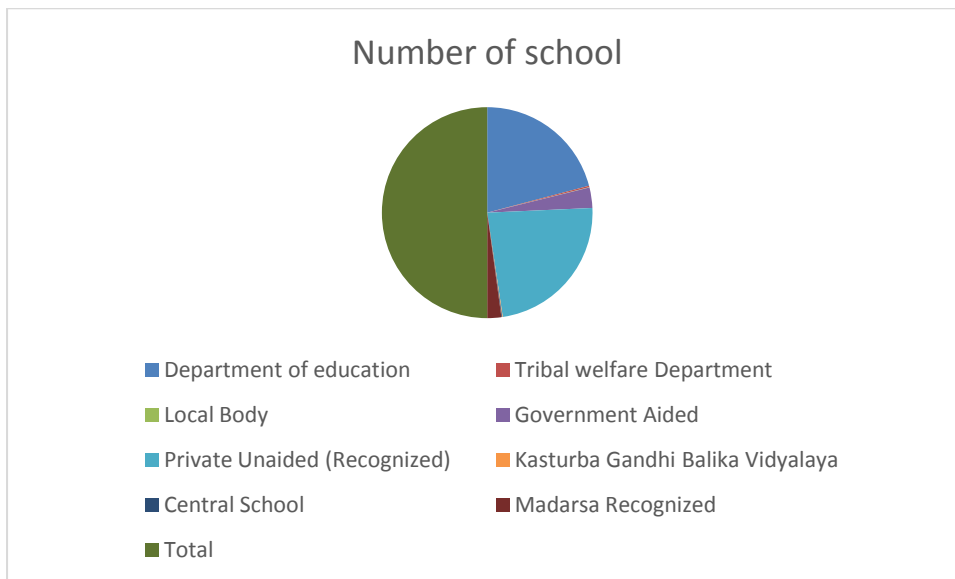


**All Elementary Schools (Management-Wise) in Medak District (2018-19)**

Category	Number of school	Percentage
Department of education	1398	41.77
Tribal welfare Department	15	00.45
Local Body	03	00.09
Government Aided	210	06.27
Private Unaided (Recognized)	1563	46.70
Kasturba Gandhi Balika Vidyalaya	06	00.18

Central School	08	00.24
Madarsa Recognized	144	04.30
Total	3347	100.0

Table show total number of schools according to management-wise in Medak. Total elementary schools under department of Education is 1398, Tribal Welfare department is 15, Local body is 3, Government aided is 210, Private unaided is 1563, Kasturba Gandhi Balika Vidyalaya is 6, Central school is 8 and Madarsa recognized is 144. Total 41.77% elementary schools running under the Department of Education, 6.27% elementary schools running with government Aide and 46.70% elementary schools running as recognized private institutions.

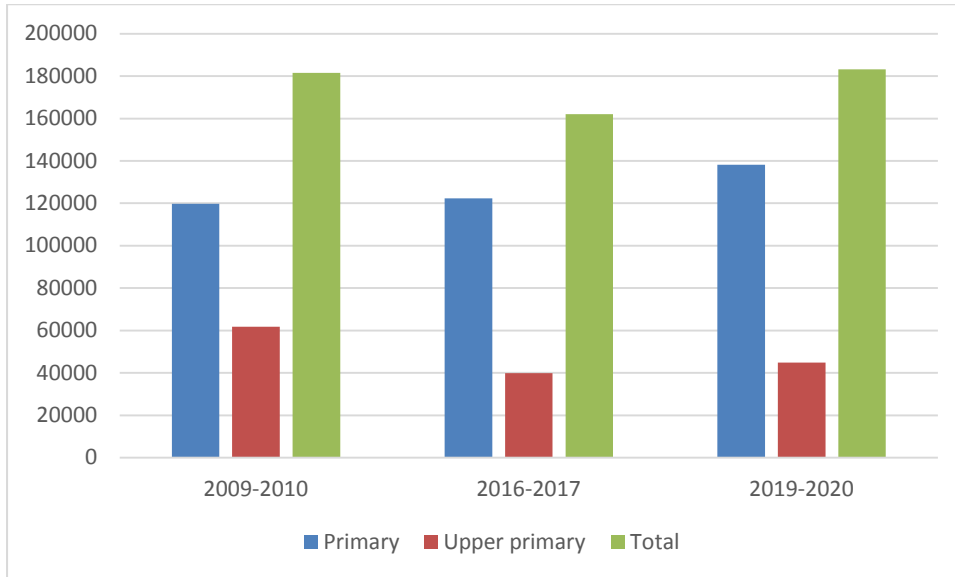


### All Enrolment of the Students in Government Elementary Schools in Medak

Year	2009-2010	2016-2017	2019-2020
Primary	119832	122268	138212
Upper primary	61765	39830	44919
Total	181597	162098	183131

Table show total enrollment of the students in government elementary schools in Medak was 181597 (primary-119832 & upper primary-61765) in 2009-10, total elementary school students enrollment was 162098 (primary-122268 & upper primary-39830) in 2016-17 and total elementary school students enrollment is 183131 (primary-138212 & upper primary-44919) in 2019-20. The researcher found fact in the teachers interview that many children take admission in two or more schools and after verification of the enrolled students by their Aadhar number in current session, enrollment rate decline but new enrollment was increased in present academic year. The trend of enrollment in upper primary schools found negative in last ten years.

Therefore, **H3**-Enrollment rate has been increased after implementation of RTE Act2009 is accepted. The overall data is easily understood by the following figure:



**All Enrolment of the Students (Class-wise) in Elementary Schools in Medak**

Grade	2009-10		2016-2017		2018-2019	
1.	66637	Primary	65759	Primary	80641	Primary
2.	66543	318712	63032	325401	78069	381100
3.	66469	Upper primary	64366	Upper primary	75152	Upper primary
4.	62062	1277254	65138	192093	73636	216933
5.	57001		67106		73602	
6.	43009	Total	62027	Total	71111	Total
7.	43004	Enrollment	63843	Enrollment	73628	Enrollment
8.	41711	446436	66223	517494	72194	598033

Table show total enrollment of the students in all elementary schools in Medak. Total 446436 (primary-318712 & upper primary-127724) student was enrolled in 2009-10, total 517494 (primary-325401 & upper primary-192093) student was enrolled in 2016-17 and total 598033 (primary-381100 & upper primary-216933) student is enrolled in 2018-19. The table show class wise enrollment as follows-Class1(80641), Class-2(78069), Class-3(75152), Class-4(73636), Class-5(73602), Class6(71111), Class-7(73628) and Class-8(72194) in 2018-19. Total 34.28% enrollment of the students increased in elementary schools from the year 2009-10 to 2019-20. The enrollment of the students increased by 19.57% in primary schools and 69.85% in upper primary schools.

**CONCLUSION**

In India, every child is entitled to free and compulsory full-time elementary education (first to eighth grade) as facilitated by the Right of Children to Free and Compulsory Education Act. This means elementary education of satisfactory and equitable quality in a formal school run with certain essential standards. Parents of children covered under RTE are not liable to pay for school fees, uniforms, textbooks, mid-day meals, transportation, etc. until the elementary education is complete. 3) If a child has not managed to secure admission in a school according to age, it will be government's responsibility to get the child admitted in an age-



appropriate class. Schools will have to organize training sessions to allow such a child to catch up with others.

The status of implementation of Right to Education Act all throughout the state of Telangana. However, some important issues relating to the functional part of the Act. Present study can help the future researchers in getting first hand information for further explorations as well as help state officials to seriously look into the implementation of the RTE Act towards providing quality elementary education to all children. Government has enacted and implemented the Act in the right spirit towards providing quality elementary education to all. Most of the investigated schools are able to fulfill basic infrastructure except a few but with regard to curriculum, assessment, teachers training and other related issues they are lagging far behind.

Teachers, who are the providers of the education services, are required to implement RTE Act about which they had no clear guide lines. There is no clear guideline for the teachers who play an significant role in the implementation of the RTE Act. It has a negative impact on the implementation of the act.

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