

INCLUSION AND RIGHT TO EDUCATION (RTE-2009) AT SCHOOL LEVEL

Dr.R.S.S.Nehru

Assistant Professor, Department of Education
Sikkim University , Gangtok, Sikkim, India - 737102
Email:dr.rssnehu@gmail.com

Abstract

This paper originates intending to check some marginalised set off students, in general, those educational needs and disabilities. Right to Education Act (RTE-2009), education was no more the privilege of a few. It also tries to focus on certain limitations concerning the conventional schooling system, quality education, and the teacher's role. The act aimed to address the low literacy rate in India. In this act, every child will be given quality education from the age of 6 to 14. From the data, ten percentages of the world's population live with a disability, and eighty of these people with disabilities live in fast-growing countries. To help a student difficulties leading was known sections, a group, or a single setting. The essential concerns faced meeting coordination and too many assignments. This paper tries to in organizing at the with the role of teachers. This paper concludes by suggesting between EFA and inclusive education, supports for greater collaboration and suggests ways in which policymakers can develop more sustainable, and context-appropriate, policies and practices at the school level.

Key words: *Education for all, teacher's role,RTE,FEA*

Introduction

Education always has as a stepping stone towards a beautiful life. Free and compulsory education was there, even as the independence movement. In the evidence placed before the Hunter Commission or Education Commission appointed in 1882, freedom fighters like Dadabhai Naoroji and Jyotiba Phule emphasized for state-sponsored education for all children for free and compulsory. This act introduced some new facilities. In the context of the Free and Compulsory Education Act, 2009, states should maintain minimum standards for the quality of teachers and schools. The act also tries to ensure full participation of parents as well the community by laying down the decision of School Management Committees, which will focus on the involvement of parents as well as members of the community. Comprehensive education is given more importance for inclusive education, and it came down to changes itself into the build-out should be done continuously and effectively.

RTE Act 2009

RTE Act was drafted in 2005 by the MHRD, and it came to force in 2009 the Inclusion provisions are:

1. Right to free and compulsory school education up to 18 years
2. Even after elementary education for children after fourteen years of age
3. Right of child change to any school any time in the year
4. Prohibition of detaining or retain of the child
5. No child denied to admission bases of no proof of age
6. Every school must constitute School management committees
7. Recruitment of eligibility and conditions of teachers
8. Responsibilities of teachers and parents
9. Teachers are not assigned any other educational purposes
10. To obey the pupil-teacher ratio in schools
11. Ban of capitation fee and screening procedures
12. Temperance of corporal punishment and mental harassment
13. The school development plan
14. Curriculum and evaluation procedures
15. Promotion of the child's right to education
16. State Advisory Council for RTE

However, Times of India newspaper critiqued an article dated June 30, 2012, stated that only 5 % of the schools were following RTE guidelines, and there is a shortage of 10, 00,000 teachers, untrained teachers in some places and student-teacher ratio is not up to the level.

Inclusion of special needs in RTE-2009

The accomplishment of the right to education act and its requirement in non-discriminatory ways and covers all people. A dogma that schools are responsible for educating all children and adults. A constant process of directing the diversity of needs of all pupils. Factors such as disability, gender, age, ethnicity, language, HIV status, geographical location, and sexuality.

The Inclusive Education for the Disabled at the Secondary Stage

The government of India revised in 2008 of IEDC, IEDSS-Disabled at came in. The 86th amendment and the unprecedented steps were towards developing an inclusive policy in education. It took decades to realize the goal of providing quality until 14.

RTE and School System

RTE to guarantee Universal Elementary Education to make schools equally accessible to all. The present school system geared up to provide education to all the children of 6-14 years age group. Post-independence with the presence of private schools, students continue to have a different kind of training. By the RTE, bringing in the private schools have, in a way, sanctioned the presence of such a hierarchical education system.

The Issue of Equal Access

A major drawback for the RTE is education is not equally accessible to all. The government under this act must provide equitable opportunities for all. The education system under RTE must be inclusive. Many studies have shown cases of discriminatory treatment given to children belonging to particular caste, class and gender. The education of girl children continues to be neglected and schools do not have proper toilets. Schools must provide an egalitarian environment to inculcate values of equality in children.

Inclusive education: RTE-2009 Policies and Programmes

Right from the Sargent Report (1944) during the pre-independence period, many policies programs and legislative acts have framed for the education and welfare of the Persons with Disabilities (PwD) in India. Programme of Action (PoA, 1992), Ramamurthy Committee (1992), RCI Act (1992), DPEP(1994), PwD (1995), NTA, 1999, SSA, 2002, National Policy for PwD (2006). Despite the recommendations of policies, acts, and programs the desired goals of Inclusive Education is not achieved. Apart from a lot of problems arises education of PwD, which does not fit into the main categories of disabilities. Children were having multiple disabilities, the status of CWD who live in rural areas, the policies at the grass-root level, the reasons for the dropouts of CWD from the mainstream schools, and finally, all the needs of CWD.

RTE Act-2009, barriers to learning and development

Essential reasons face Imbalances weak and economic fall down significant factor and mainly students problems in systemic level made to explain student centers.

Recommendations

The orientation of teachers for RTE information about disadvantaged and children with disabilities should address. Parents' involvement in the RTE act implement rigorously. Teachers programs the community in all places regularly. Scholarship schemes should be encouraged to all SC/ST/BPL children. All other students also get all types of scholarships. Children with various disabilities should receive scholarship amounts regularly. States/ UTs should plan. The right admission disadvantage children with disabilities can work correctly. Fulfilment of children and all these concerns and problems can be solved and rectified as early as possible. Hence under the RTE, keeping in mind the right-based approach to education, the government should work towards providing an education system that is inclusive and empowering.

Conclusion

The Right to Education, no doubt, is a much-awaited step. It is a step forward towards realizing the directive principle of universal education. But this will not be possible if the limitations that the act problems and concerns not addressed. There is a demand for increasing the expenditure on education to 6% of GDP that can serve as early as possible. It can help a lot in focusing on the kind of infrastructural development that is required to make this act deliver

excellent results. Education should not become the medium for generating profit. Would mainly all students at the school level.

References

1. Ambast, Shruti (2010) "Funding the Right to Education", Working Paper No 241 for Centre for Civil Society, New Delhi.
2. Baruah, Ajupi "On Rights based Approach to Education and Certain Issues of Inclusion", available at www.indiagovernance.gov.in accessed on 25th September, 2013.