



THE COMPARATIVE STUDY OF ENROLMENT OF STUDENTS IN ELEMENTARY EDUCATION IN LOWER SECONDARY STAGE BEFORE AND AFTER IMPLEMENTATION OF RTE 2009

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ABSTRACT:

The Right to Education (RTE) Act came into result in 2010. The Act established massive approval, and specialist said it would transform the learning structure in India. The consent of RTE Act is concern not only to openly support government schools, but also to all schools wishing to remain operational in India. Subsequent to crossing six years of its achievement, it remains to be seen whether the Act has been implemented healthy sufficient to construct a important contact in the lives of children and whether it will truly serve to improve the superiority of education. In this circumstance it would be suitable to behavior a study on realization of Right to Education Act with particular orientation to enrolment of basic education.

KEYWORDS:

RIGHT TO EDUCATION ACT, ELEMENTARY EDUCATION.

INTRODUCTION

Education is the origin reason for every modify which obtain place in the communal, educational, religious, supporting and monetary aspect of person being. It is teaching not just change the person living thing into a normal person being but also prepare him to stay alive and change with background so as to direct his individual as healthy community. Education is continuous a development of improvement of native influence of human which are normal, pleasant-sounding. In the 21st century, a state capability to exchange understanding in to the assets and community excellent through the course of action of improvement is obtainable to settle on its opportunity. The Right to Education includes two most important dimensions: 'entitlement' in addition to 'empowerment'. The rights to education therefore act as a facilitate accurate that role as the influence all the way through which rights can be claimed and protected. Consequently, it is a significant stepping stone to advance the communal circumstances of the community.

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REVIEW OF LITERATURE

Das (2010) carried out in his book Right to Education that is not simply essential for the governments to take general way in but also give surety that level the marginalized children are attained. With the aim of income not only bringing the children to school but permit the means for them to accomplish their economic and communal intend and obtain the ability, information values and approach essential to achieve their real contribution in culture.

Jha & Parvati (2010) pointed out that following the various about of sketching and redrafting that went into the Right of Children to Free and Compulsory Education Act of 2009, it was hoped that the Act would be a successful implement for any child to command her essential right.

Kaushal (2012) carried out intended to absolute and create potential the understanding of free and necessary education to children involving the age of 6 and 14 years as a essential right. The article investigated and estimates the initiative of Right to Education in India, with the observance of the 86th Constitutional Amendment Act.

Puar (2012) pointed out each inhabitant of the country right from a child, teacher or parent up to Member of Parliament or minister level should honestly admit their responsibility and perform their duty. They should make the government in put into action the Act in true common sense with no any further delay and poor people should be encouraged towards Education.

OBJECTIVES OF THE STUDY

- i) To study the enrolment of students in elementary education in lower secondary stage before implementation of RTE ACT

- 2009.
- ii) To compare the enrolment of students in elementary education in lower secondary stage before and after implementation of RTE 2009.

HYPOTHESIS OF THE STUDY

Ho₁ There is no impact of RTE ACT 2009 in enrolment of elementary education in lower secondary stage.

Ho₂ There is no significant difference in enrolment of Schedule Caste students with that of general category students after implementation of RTE ACT 2009.

METHODOLOGY OF THE STUDY

The current research study is a quantitative method. Survey method is used to assemble the research objectives which go down in the area of expressive research in response to the ‘what’ questions like considerate the enrolment standing of Scheduled Caste students, dropout of Scheduled Caste students in elementary level of education

POPULATION AND SAMPLE OF THE STUDY

Every part of schools of West Bengal (Head teacher and all assistant teachers) and 100 schools with all students of classes VI-VIII, Head teacher and four assistant teachers including one teacher from scheduled class category. Multi-stage stratified Random sampling is used at this time. Rural areas with Scheduled class level are treated as sampling area.

TOOLS USED IN THE STUDY

In sequence schedule have to assemble in order on enrolment and drop out students from the Head Teachers of Schools. Interview scheduled to collect information about causes of drop out and problems in implementing RTE ACT 2009 from the Head Teachers and Assistant Teachers of schools including one teacher from scheduled caste category.

ANALYSIS OF DATA

The present study analyzes lower secondary stage education in conditions of enrolment with indication to Right to Education Act 2009. The point in time stage believe for this revise is distance of 12 years from 2004-05 to 2015-16 and separated into 2 sub-periods with implication to Right to Education Act 2009.

TABLE NO. 1

| Year | Total Enrolment of Students | General Students (%) | Non-scheduled caste students (%) | Scheduled Caste Students (%) | Scheduled Caste Boys Students (%) | Scheduled Caste Girls Students (%) | Scheduled Tribe Students (%) | Other Backward Class Students (%) |
|-----------|-----------------------------|----------------------|----------------------------------|------------------------------|-----------------------------------|------------------------------------|------------------------------|-----------------------------------|
| 2004-2005 | 30337 | 74.45 | 90.48 | 9.52 | 5.52 | 4.00 | 2.37 | 13.66 |
| 2005-2006 | 31806 | 72.89 | 92.06 | 7.94 | 4.88 | 3.05 | 2.92 | 16.25 |
| 2006-2007 | 29254 | 70.76 | 90.55 | 9.45 | 5.44 | 4.01 | 2.29 | 17.50 |
| 2007-2008 | 28531 | 69.90 | 90.14 | 9.86 | 5.39 | 4.28 | 2.90 | 17.34 |
| 2008-2009 | 30990 | 68.64 | 90.24 | 9.76 | 5.97 | 3.78 | 2.31 | 19.29 |

INTERPRETATION:

Table 1 indicate that eight(8) aspects enrolment of students in elementary education in lower secondary stage before implementation of RTE ACT 2009. These eight aspects are following: 1.Total enrolment of students(year wise),2. General students’ percentage (year wise), 3.Non-scheduled caste students’ percentage (year

wise), 4.Scheduledcaste students’ percentage (year wise), 5.Scheduled caste boys students (year wise), 6. Scheduled caste girls students (year wise)

7. Scheduled Tribe students (year wise), 8.Other backward class students (year wise). In this is table (Table-1) show different mode of students’ percentage of different year in elementary education.

ENROLMENT OF STUDENTS IN ELEMENTARY EDUCATION IN LOWER SECONDARY STAGE BEFORE AND AFTER IMPLEMENTATION OF RTE ACT 2009

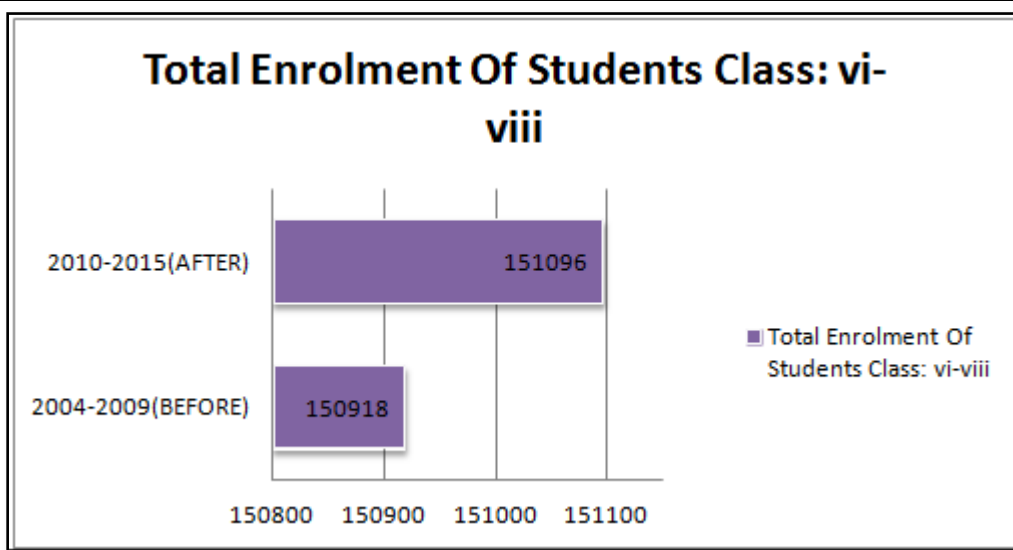
TABLE-2

| Year | Total Enrolment Of Students Class: vi-viii |
|-----------|--|
| 2004-2005 | 30337 |
| 2005-2006 | 31806 |
| 2006-2007 | 29254 |

| | |
|-----------|-------|
| 2007-2008 | 28531 |
| 2008-2009 | 30990 |
| 2010-2011 | 31320 |
| 2011-2012 | 31348 |
| 2012-2013 | 30520 |
| 2013-2014 | 28998 |
| 2014-2015 | 28910 |

TABLE-3
[TOTAL DATA SHEET FROM TABLE 2]

| Year | Total Enrolment Of Students Class: vi-viii |
|-------------------|--|
| 2004-2009(BEFORE) | 150918 |
| 2010-2015(AFTER) | 151096 |



INTERPRETATION

The above of table 2 and figure represent the enrolment of students in elementary education in lower secondary stage before and after implementation of RTE 2009. The table value of 2004-2009 and 2010-2015 is 150918 and 151096 of enrolment of students. Result also indicate that the level of enrolment of students in elementary education in lower secondary stage before and after implementation of RTE 2009. The enrolment of students in elementary education after RTE 2009 is high value than the before enrolment of students in elementary education. Thus, the null hypothesis is rejected.

DISCUSSION

- The study was accomplished to identify the right to education ACT 2009 and education at the lower secondary stage with particular situation to schedule caste students.
- The Parliament of India have act out the Right to Education Act 2009 to come to hang on with the downward twist of the learning structure and

concentrated information invention.

- The obtain achievement have be determined towards as long as free and compulsory essential instruction to kids among the age group of 6 years to 14 years.
- The Indian governments would like all Indian children to obtain superiority learning, irrespective of gender, social group, dogma, and relations income.

CONCLUSION

- The educators also take for granted that the stretch in the development of permission said in the RTE Act-2009 will give assurance the parents to send their children to school.
- But attribute of this Act have tremendously complicated to put into action in actual circumstances by teachers also.

- That's why it is set up throughout the current study that the secondary school teachers are not constructive about the all aspects related to basic education protect in the RTE Act (2009).
- They consider that for this cause the independence of the teachers in the pasture of education particularly in conducting or scheming the classroom has been shortened so in the distance.

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