

Impact Factor : 2.851

ISSN : 2395 -728X

# Shiksha Shodh Manthan

A Half Yearly International Peer-reviewed Journal of Education

Vol.4, No.2, October 2018



**Shiksha Shodh Manthan**

A Half Yearly International Peer-reviewed Journal of Education

# Quality Elementary Education through RTE (Right To Education) Act: A Dream to be Accomplished

Priyanka Maurya

JRF, Department of Education, University of Lucknow (U.P.)

## Abstract

*'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory'. (Article 26 of the 1948 Universal Declaration of Human Rights). This UN recommendation is fulfilled by Indian government by bringing legislation i.e. RTE (Right to Education) act (2009), which came into force on 1 April 2010. This act ensures free and compulsory education of all children aged between six and fourteen years irrespective of their caste, class, gender etc. More than seven years have been passed since the act came into force, it contributes only in the enhancement of enrolment rates but not significant learning outcomes. Practically this act pays more attention towards input rather than outcome. There is a dire need to shift our focus from inputs (enrolment rates, PTR etc.) to learning outcomes so that children get access to quality education. The present paper aims to highlight the challenges in successful implementation of the RTE Act and also provides some suggestions as to how to transform the quality of elementary education.*

**Keywords:** Elementary education, learning outcomes, Right to Education Act, quality education.

## Introduction :

Elementary education provides the basis for all the other levels of education. It vests and equips individuals with logical capabilities, inbuilt confidence and strengthen them with fortitude to achieve goal-setting abilities. Strong elementary school driven education system is a basic necessity for any country to develop. Hence, it is indispensable for nations to put their attention towards providing quality elementary education to their citizens, exclusively to the deprived sections of the society and empower the masses with a quality education that can enable them to break the chains of poverty. Right after independence, Indian government has initiated various schemes to achieve universalization of elementary education, which has produced mixed results. In 1950, the Constitution expressed its commitment to education through its Directive Principles of State Policy. The 86th Constitutional Amendment was followed by multiple rounds of discussions (tabling of right for free and compulsory education bills by the NDA and UPA governments), which made education a fundamental right for children in the age group of 6-14 years. The Act was presented in Rajya Sabha in December 2008. It was passed in the Lok Sabha on 4 August 2009 and the President gave his acceptance to it on 26 August 2009. The Act came into force on 1 April 2010 as a fundamental right in India. Enacting the Right to Education Act, 2009 for the children of age group six to fourteen is a milestone in the field of education. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, except who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be accountable to pay any kind of fee or charges.