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Title of the Thesis: Efficacy of Right to Education Act with Special Reference to the District of Pilibhit, Uttar Pradesh

Abstract

Developments of education are not only expected to improve efficiency but also increase the overall quality of life. The future prospect of every country lies in the hands of children. Education should be provided in such a manner that guarantees children can benefit from it because, illiteracy is one of the major weaknesses for them. Universal schooling complemented by quality, equity and accessibility can be a single big move towards achieving future prosperity of every nation.

Currently, we find that as a result of efforts made during the past few decades, whereas availability, infrastructure and literacy levels have enhanced significantly, there remains much to be bothered about when one reflects on the continuing inequity, and the poor quality of education. The statement of Swami Vivekananda assumes much greater significance with the advent of internet and ever expanding digital connectivity. To quote Swami Vivekananda:

“Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library..... If education is identical with information, the libraries are the greatest sages of the world and encyclopaedia are the greatest Rishis.”

We all know the significance of education and the importance of education has been stated and reiterated by many renowned scholars time to time in various texts, reports, etc. Education for all human beings is a necessity of life. Education means all round drawing out of the best in child and mans his mind, body and spirit. Education has an immense impact on the human society. One can safely assume that a person is not in the proper sense until he is educated. It trains the human mind to think and take the right decision.

The right to education, understood in the context of Article 45 of the Constitution at the time of enforcement of the constitution was Directive Principle of State Policy but now after the 86th Amendment of the Constitution changes the structure of education and finally it is a Fundamental Right under Article 21A of the Constitution of India from 6 to 14 years inserted

by the said Amendment. Following this Amendment, the Right of Children to Free and Compulsory Education Act, 2009 was enacted which provides to the children of 6 to 14 years have a right to free and compulsory primary education.

In 2009 the government of India has enacted a landmark legislation in the form of Right to free and Compulsory Education Act. As per this Act, every child between the age of 6 to 14 years is entitled to free and compulsory education. This Act came into force in April 2010 and even after six years the country has already missed two deadlines to fully implement it and experts are of opinion that India is nowhere in achieving its dream of universal literacy.

Through Empirical Study data from the key component of the implementation of Right to Education like Government School teachers and Private School teachers at the elementary level were collected from the District Pilibhit, Uttar Pradesh and analysed. The questionnaire and interview method was adopted.

Ultimately on the basis of doctrinal and empirical study it was concluded that in the present scenario the importance of Right to Education Act, 2009 as an effective legislative measures to improve the quality of education, method of teaching, increase the number of students at the elementary level in the government school all over India if it was properly implemented.

A special case study of District Pilibhit, Uttar Pradesh conducted by the researcher revealed the following ground realities on the basis of field work experience that at the first instance, researcher found that the teacher absenteeism i.e., in many schools even after 11 AM the teachers were not present. One important fact was that the teachers present in the schools they were not in the process of teaching, but using the same traditional method making the children stand up and have a reading of the book. The children's were grouped and learning in open ground due to lack of permanent and well-furnished structure.

Thus, after completing my doctrinal and empirical research, I have reached to this conclusion that, majority of the people in India lives in rural areas and hence, there is domination of government schools and it was suggested that the proper implementation of the Right to Education Act, will be helpful to improve the level of education in rural areas. At a same time it is necessary that private schools should also comply with the existing provisions of the Act. Merely passing the law will not be helpful in achieving the goal unless it will properly be implemented. So ultimately the hypothesis of the research is proved.