



Futuristic Trends in
**Education, Research & Development
in Global Scenario**

Prof. (Dr.) Sandeep Kumar | Prof. (Dr.) Anoj Raj
Dr. Rubi | Dr. Mumtaz Sheikh



Futuristic Trends in Education, Research & Development in Global Scenario



First Volume



Title of the Book: Futuristic Trends in Education, Research & Development in
Global Scenario

First Volume - 2023

Copyright 2023 © Editorial Board

No part of this book may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopy, recording or any information storage and retrieval system, without permission in writing from the copyright owners.

Disclaimer

The authors and editors are equally responsible for the contents published in this book. The publishers don't take any responsibility for the same in any manner. Errors, if any, are purely unintentional and readers are requested to communicate such errors to the editors or publishers to avoid discrepancies in future.

ISBN: 978-93-5747-602-7

MRP Rs. 470/-

Publisher, Printed at & Distribution by:

Selfypage Developers Pvt Ltd.,
Pushpagiri Complex,
Beside SBI Housing Board,
K.M. Road Chikkamagaluru, Karnataka.
Tel.: +91-8861518868
E-mail: publish@iiponline.org

IMPRINT: I I P Iterative International Publishers

For Sales Enquiries:

Contact: +91- 8861511583
E-mail: sales@iiponline.org

Foreword

प्रो० सीमा सिंह
कुलपति

Prof. Seema Singh
Vice Chancellor



उत्तर प्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय
U.P. RAJARSHI TANDON OPEN UNIVERSITY

Tel: +91 532 2447028 (O)
Fax: +91 532 2447032
e-mail: vcuprtou@yahoo.co.in
seemansh@gmail.com



Dear Readers,

It is with great pleasure and immense pride that I extend my warmest greetings to all those associated with the esteemed Faculty of Education at Swami Vivekanand Subharti University, Meerut. As the Vice Chancellor of U.P. Rajarshi Tandon Open University, Prayagraj, I had the privilege to serve as the Chief Guest at the prestigious International Conference on "Futuristic Trends in Education Research & Development in the Global Scenario."

This conference brought together brilliant minds from diverse corners of the different countries to deliberate upon the path-breaking advancements in education research & development. The amalgamation of ideas and insights shared during the event undoubtedly holds the potential to reshape the future of education on a global scale.

I am delighted to know that the relentless efforts of the organizers have culminated in the compilation of the received research papers into this remarkable book. This compendium shall serve as a beacon of knowledge, guiding educators and policymakers towards progressive pedagogical practices.

I commend the contributors for their dedication and intellectual prowess and extend my heartfelt gratitude to the organizers for their untiring commitment to the advancement of education. May this book foster innovation and inspire generations of educators to create a brighter, more equitable world through education.

With my best wishes for its success,

(Prof. Seema Singh)

University Campus, Shantipuram (Sector-F), Phaphamau, Prayagraj -211021, U.P., India.
website : www.uprtou.ac.in



COUNCIL FOR EDUCATIONAL ADMINISTRATION AND MANAGEMENT (CEAM)

(A National Professional Organization to Strengthen Educational Administration & Management)

Regd. No. TVM/TC/978/2019

(Regd. under Travancore - Cochin Literary, Scientific and Charitable Societies Registration Act 1955)

E-mail: ceamindia@gmail.com Blog: ceamnational2019.blogspot.com

NATIONAL OFFICIALS

PATRON	PRESIDENT	WORKING PRESIDENT	VICE PRESIDENT	GENERAL SECRETARY	TREASURER
Dr. Usha Rao (Maharashtra)	Dr. V.M. Sasikumar (Kerala)	Dr. M.S. Geetha (Kerala)	Prof. Brinda Bazeley (Meghalaya)	Dr. Nimmi Maria Oommen (Kerala)	Dr. N. Johnson (Tamil Nadu)
SECRETARY	SECRETARY (Academic)	SECRETARY (Projects)	SECRETARY (IT)	SECRETARY (Publication)	
Dr. Pratiksha Dixit (Uttar Pradesh)	Dr. Neelu Gautham Ghosh (Gujarat)	Dr. Madhuri Isave (Maharashtra)	Dr. Syamili G. S. (Kerala)	Dr. Shnaoli Chakraborty Acharya (West Bengal)	
ACADEMIC CONSULTANTS	ADVISORY BOARD				
Prof. Katja Mihurko Poniz (Slovenia)	Prof. Birgit Phillips (Austria)	Prof. Benwari Lai Natia (Rajasthan)	Prof. V. Reghu (Kerala)		
Dr. Laila Kadiwal (UK)	Dr. Anjali Ahooja (Canada)	Dr. Renu Gupta (Jammu & Kashmir)	Prof. Lalhmasai Chuauango (Mizoram)		
Prof. Protiva Rani Karmarker (Bangladesh)	Prof. Rajeswari K. (India)	Prof. Mohamadurni Alias Musthafa (Kerala)	Prof. Jacob Mathew (Kerala)		
Prof. K.Y. Benedict (India)	Dr. Usha Pathak (Uttarakhand)				

EXECUTIVE COMMITTEE MEMBERS

Prof. Protiva Rani Karmaker (Bangladesh)
Dr. Tarawani Raramasi (Fiji Islands)
Dr. Raquel Elisa Rosas Rivero (Peru)
Prof. T. G. Amuthavalli (Andhra Pradesh)
Prof. Kesang Dangi (Arunachal Pradesh)
Dr. Bobby Mahanta (Assam)
Dr. Rinki (Bihar)
Dr. Kirandeep Singh (Punjab & Chandigarh)
Dr. Anju Mehrotra (Delhi)
Dr. Neelu Gautham Ghosh (Gujarat)
Dr. Sachin Salgar (Goa)
Dr. Armit Singh (Haryana)
Dr. Anur G. S. (Himachal Pradesh)
Dr. S. K. Panda (Jammu & Kashmir)
Dr. Sourmen Dey (Uttarakhand)
Dr. Sr. Dorothy D'Souza (Karnataka)
Dr. G. Valsala (Kerala)
Dr. Madhuri Isave (Maharashtra)
Dr. Thokchom Asha Sinha (Manipur)
Prof. Dewesh Wala (Meghalaya)
Prof. H. Malsawmi (Mizoram)
Dr. Yolika Sangtam (Nagaland)
Prof. Nibedita Guru (Odisha)
Dr. Meena Singh (Rajasthan)
Prof. Yodida Bhusia (Sikkim)
Dr. Subhash Sarkar (Tripura)
Dr. Usha Pathak (Uttarakhand)
Dr. P.K. Singh (Uttar Pradesh)
Dr. Shnaoli Chakraborty Acharya (West Bengal)

Ref. No. CEAM/21/2023

Date: 01-08-2023

Dear Esteemed Readers,

It is with great pleasure and pride that I extend my warmest greetings to all of you as I, V. M. Sasikumar, President of the Council for Educational Administration and Management (CEAM), have had the honour of serving as the keynote speaker at the International Conference on "Futuristic Trends in Education Research & Development in the Global Scenario", held on 27th & 28th April 2023 hosted by the esteemed Faculty of Education at Swami Vivekanand Subharti University, Meerut, U.P., India.

This conference provided a remarkable platform for passionate educators, scholars, and researchers from around the world to converge and exchange groundbreaking ideas, insights, and perspectives on the ever-evolving landscape of education. The depth and diversity of the papers received from participants during the event were truly impressive and showcased a wealth of knowledge and innovative thinking that will undoubtedly shape the future of education.

The forthcoming publication of these remarkable papers in the form of a book represents a significant milestone, encapsulating the collective wisdom of the conference's participants. As the world advances, education stands as the cornerstone of progress, empowering societies to adapt, thrive, and face the challenges of a dynamic global environment.

In this book, you will find a treasure trove of research, ideas, and solutions that transcend boundaries and open up new horizons for education. It is my earnest hope that the knowledge disseminated through this volume will inspire educators, policymakers, and stakeholders to embrace transformative practices, ensuring an inclusive, equitable, and empowering educational ecosystem.

I extend my heartfelt gratitude to all the contributors and organizers whose relentless efforts have made this endeavour possible. Together, we forge ahead, united in our commitment to advancing education and fostering a brighter, more enlightened tomorrow.

Warm regards,

Dr. V.M. Sasikumar
President, CEAM



Address for Communication:

Dr. V.M. Sasikumar, National President,
Onkar, PTR-77, Kezhupaloor Lane, Plamood, Pattom, Thiruvananthapuram - 695 004,
Kerala India. Mob: 9447246190, whatsapp: 9188246190

Dr. Nimmi Maria Oommen, National General Secretary,
Vastakkedath House, Mararam, Pothanamthitta, Kerala, India.
Mob: 9847347697, E-mail: drnimmiommen@gmail.com

"Together we can, Together we will"

Editorial Board

- Chief Editor** **Prof. (Dr.) Sandeep Kumar,**
Dean, Faculty of Education,
Head, Department of Physical Education
Swami Vivekanand Subharti University Meerut, U.P. India
- Editor** **Prof. (Dr.) Anoj Raj,**
Head, Department of Education,
Swami Vivekanand Subharti University Meerut, U.P. India
- Co-Editor** **Dr. Rubi,**
Assistant Professor, Department of Education,
Swami Vivekanand Subharti University Meerut, U.P. India
- Member** **Dr. Mumtaz Sheikh,**
Assistant Professor, Department of Education,
Swami Vivekanand Subharti University Meerut, U.P. India

About the Book

Discover a compendium that delves in the realm of "Futuristic Trends in Education, Research & Development in Global Scenario." Immerse yourself in a mosaic of twenty eight captivating chapters, authored by esteemed voices in the field. Embark on a journey through the intricacies of national education policy, innovative pedagogies in the digital era, and the transformative impact of education acts. Uncover insights on transdisciplinary approaches, student well-being, AI integration, and the evolution of teacher education. Join us in exploring the vistas of curriculum development, inclusive learning, and global psychological well-being trends. This book beckons educators, scholars, and enthusiasts to envision the educational landscape of tomorrow.

About the Editor (s)

- Prof. (Dr.) Sandeep Kumar, Dean, Faculty of Education & Head Department of Physical Education, Swami Vivekanand Subharti University, Meerut, U.P., India.
- Prof. (Dr.) Anoj Raj, Head, Department of Education, Faculty of Education, Swami Vivekanand Subharti University, Meerut, U.P., India.
- Dr. Rubi, Assistant Professor, Department of Education, Faculty of Education, Swami Vivekanand Subharti University, Meerut, U.P., India.
- Dr. Mumtaz Sheikh, Assistant Professor, Department of Education, Faculty of Education, Swami Vivekanand Subharti University, Meerut, U.P., India.

Content

Sl. No.	Particulars	Page No.
1.	National Education Policy: Opportunities and Challenges <i>Manorma Nautiyal, Malvika Sati Kandpal</i>	1
2.	Thrust Areas & Innovations in Health and Sports Science Researches <i>Prof. (Dr.) Sandeep Kumar</i>	12
3.	Redefining Pedagogy in the Era of Digital Education: Innovative Strategies & Best Practices <i>Prof. (Dr.) Renu Mavi, Dr. Neetu Panwar</i>	23
4.	Involvement of Inclusive Education for Educational Empowerment: NEP 2020: Goals and Strategies <i>Dr. Alka Gaur</i>	37
5.	Impact of the Right to Free and Compulsory Education Act, 2009 on Indian Education System: An Evaluation <i>Dr. Reena Bishnoi, Mr. Vikas Tyagi</i>	46
6.	Transdisciplinary and Interdisciplinary Approach in Research <i>Dr. Rubi</i>	57
7.	Adolescent's Well-Being and Parental & School Involvement <i>Geeta Bhasin, Dr. Vibha Laxmi</i>	71

Impact of the Right to Free and Compulsory Education Act, 2009 on Indian Education System: An Evaluation

Dr. Reena Bishnoi

Professor (Law)

Subharti Law College

Swami Vivekanand Subharti University, Meerut

Mr. Vikas Tyagi

Assistant Professor

Subharti Law College

Swami Vivekanand Subharti University Meerut

Abstract

Right to Education is one of the major reforms in the Indian Education System. Access to education helps people in developing their skills, capacity, and the confidence in order to attain rights. In other words, it gives people the ability to access information about the rights that they hold, and government's obligations. Education enables people to effectively demand their rights, speak in a variety of forums, and to negotiate with a wide range of government officials and power holders. Education is both a human right and an indispensable means of realizing others' human rights and duties towards them. The Right to Education Act (RTE), enacted in 2009, has ushered in hope for school education in the country. It is the efforts of educationists, members of civil society and judiciary for the last many years. Free and compulsory education for all children had been debated even in pre-Independence years. It made its way into the Constitution as a Directive Principle of State Policy under Article 45, whereby states were required to ensure provision of free and compulsory education to all children till the age of 14 years. With the RTE coming into force, there is an expectation that this will finally be translated into provision of quality school education for all children. It is the primary responsibility of the Government to ensure implementation of the Act. Being part of the concurrent list, the Central and state governments are both responsible for ensuring effective implementation of the Act but it also fact that it is still lacking in its proper implementation.

Keywords: RTE-2009, Indian Education System, Human Rights.

I. Introduction

“A child without education is like a bird without wings” -Tibetan Proverb.

Right to Education is one of the major reforms in the Indian Education System but it also true fact that it is still lacking in its proper implementation. Education is essentially the ‘voice’ through which rights can be claimed and protected. Access to education helps people in developing their skills, capacity, and the confidence in order to attain rights. In other words, it gives people the ability to access information about the range of rights that they hold, and government’s obligations. Education enables people to effectively demand their rights, speak in a variety of forums, and to negotiate with a wide range of government officials and power holders. Education is both a human right and an indispensable means of realizing others’ human rights and duties towards them. The Indian Education system is one of the largest in the world with more than 15 lakhs Schools, approx 95 lakhs teachers and 26.5 crore students of pre-primary to higher secondary level from different background. The Education system play a key role to maintain the standard and uniformity across the country.

The subject of ‘education’ has always been of continuous universal significance because it lays down the solid foundation of any politically organized civil society and its social order. Indeed, it is perhaps the most powerful weapon which allows the state to fructify its public policies by moulding and even joining the understanding and resolve of its people on some rational scientific basis. For a society, Development and Education go hand in hand; no society can make progress and transform itself without investing in educating its citizens. The base for which is placed with elementary education. It is for this reason all 189 member nations of United Nations committed to achieving the Millennium development goals (MDGs). The second MDG oath is to achieve universal primary education.

II. Meaning of Education

The word “Education” has originated from another Latin term “Educere” which means “to bring up” or “to nourish. **Dr.A.P.J. Abdul Kalam** defines ‘education’ as a pillar of a developed and a powerful country. Indicating importance of education, he states that education transforms a human being into a whole some whole, a noble soul and a benefit to the Universe. He believes that the universal brotherhood in its true sense becomes the sheet anchor for such education. He also said that real education improves the dignity of human being and increases his or her self-respect. Education in its general sense, is the means through which the aims and habits of a group of people lives on from one

generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately spread its build up knowledge, skills, customs, and values from one generation to another, e.g., instruction in schools.

III. The Concept of Education

The concept of right to education is to guarantee free and compulsory education to every child of the age of six to fourteen years. The free education means that a child shall not be liable to pay any kind of fee or charge or expenses which prevents him from pursuing and completion of the elementary education. This negative also imposes a ban on private coaching with fee, capitation fee or donation in any form, banning commercialization of the elementary education. If a child was not admitted to the primary school at an appropriate time, he has a right to be admitted in a class appropriate to his or her age. In such cases, the free education will continue till he or she completes the elementary education.

In Rigved said that the "Education is something which makes man self-sufficient and selfless". Thus, the main aim of education was training of the mind as an instrument of knowledge and the discharge of one's dharma (duty or moral-ethical value). Education was also conceived as the means to develop the physical and the subtle body, so that the inner spirit or the pure consciousness can express itself without getting in a weak position by the illusions of the world. In this context, it was felt that the purpose of education was to train and exercise the five cover or layers - physical (gross body), vital (subtle body), mental, intellectual and spiritual - in such a way as to make them the sound instruments for leading a good life.

In Upanishad "Education is for liberation" it means that education is more important to get the freedom and liberty. And the same in Bhagavad Gita said that there is "Nothing more purifying on earth than wisdom". And it means that Education is the realization of self and service to people".

Swami Vivekananda (1863-1902), a great thinker and reformer of India, provides an insight into what education ought to be. Thus he said that "Education is the manifestation of the divine perfection, already existing in man." To Swami Vivekananda, education was not only collection of information, but something more meaningful. He felt that education should be man-making, life-giving and character-building.

IV. Right to Education - International Level

Universal Declaration of Human Rights and Right to Education

The Universal Declaration of Human Rights embodies the right to education under article 26. This was the first international instrument that recognized the right to education as a human right. As per Article 26 of The Universal Declaration on human rights states that:

“Every human being has the right to education. Education must be free, at least in the primary and fundamental stages. Moreover, primary education shall be compulsory. Advance and professional education shall be made generally available and higher education shall be accessible to all based on merit and equality.”

Apart from the Universal Declaration of Human rights, there are other international organisations, treaties, and instruments that are working towards the promotion of education as The World Bank, UNESCO, UNICEF, The International Labour Organization Amnesty International

- UNESCO Convention against Discrimination in Education (1960)
- International Covenant on the Elimination of All Forms of Racial Discrimination
- International Covenant on Economic Social and Cultural Rights (1966)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- International Convention on the Protection of the Rights of All Migrant Workers and Members of their families (1990)
- Convention on the Rights of Persons with Disabilities (2006).

V. Right to Education and the Indian Constitution

Till the decision of Supreme Court in Mr. Mohini Jain v. State of Karnataka in 1992 followed by Unnikrishnana J.P. v. State of Andhra Pradesh in 1993, Education was not a fundamental right at all but an important time bound provision under the directive principle of state policy. In other words, there was no compulsion on the part of the state to provide for education. Nevertheless, Articles 39(e) & (f), 41, 45, and 46 unambiguously direct the state to protect the interest of the children and to provide Free and Compulsory Education. In continuation, Article 37 provides that though the provisions in Part IV of the

constitution of India shall not be enforceable by any Court, but the principles laid down therein are nevertheless fundamental in the governance of the country and it shall be the duty of the state to implement these principles while making laws. Furthermore, the verdicts given by the High Courts and the Supreme Court from time to time clearly established the organic and inseparable link between the provisions of the directive principles in Part IV and the Fundamental Right in Part III of the constitution of India.

For instance, As back as 1958, in the advisory opinion in the matter of concerning the Kerala Education Bill, a special bench of Supreme Court speaking through justice S.R. Das, the Chief Justice while affirming the primacy of fundamental Rights, also qualified the same with following observation – “nevertheless, in determining the scope and field of the fundamental rights relied upon by or on behalf of any person or body, the Court may not entirely ignore these directive principles of the state policy laid down in Part-IV of the constitution but should adopt the principle of harmonious construction and should attempt to give effect to both as much as possible”.

Finally, taking the discourse on the relationship between part III, the fundamental rights, and part IV, the Directive Principle of state policy to its logical end, the supreme court of India in the case *Unnikrishnana J.P. v. state of Andhra Pradesh* in 1993 affirmed that part III and part IV of the constitution of India not only mutually supplement and complement each other but one also flows from the other. This is a path-breaking judgment in the history of the right to education which provided the status of a fundamental right to the right to education for all children until the age of fourteen years. It is important that the ideals of social justice and equality of opportunities form an integral part of the right to education in the constitution. This is further specifically linked to article 21 of the constitution to give broader meaning to the right to life saying that it is not just the right to a life but the right to a dignified life. Considering this, the notion of the ‘right of education’ in the constitution is a gathering of various provisions provided in part 3 and part 4 of the constitutions.

Right to education in the constitutions means - the core principles of the preamble - i.e. social justice and equality, Article 14 - equality before law, Article 15 - prohibition of discrimination, Article 16 - equality of opportunities, Article 21 - right to dignified life, Article 21 A - right to education, Article 23 - prohibition of human trafficking, Article 24 - abolition of child labour, Article 39 (e) & (f) - protection of children, Article 41 - right to education, Article 45 - early childhood care and education, and Article 46 - promotion of the educational interest of SC/STs and other weaker sections of society.

In corollary, the constitutional vision of the rights of children in general and the right to education constitutes –

- Social justice, equality and equity in all actions related to children
- Right to dignified life through education
- Right against all forms of discrimination and exploitation
- Right to equitable care, protection, and education

Therefore, it is important to locate the discussion on the right to education and the constitution in its historical perspective in order to better understand the paramount importance of the right to education in the context of the aspirations and ideals of the constitution. Furthermore, the constitution of India is itself a side-effect of the freedom struggle and reflects the common aspirations of the people. The education system in any society is a prerequisite for building such a society and becomes a dynamic driving force to achieve the ideals of the constitution.

However, the irony of our time is that the legislature has thoroughly failed to understand the constitutional vision of the ‘right to education’ and its various organic linkages within the constitution of India - i.e. the preamble, the fundamental rights, and the directive principles. As a result, instead of giving effect to the constitutional vision of ‘right to education’, the right to education has been weaker, unclear and finally negated through a constitutional amendment.

VI. The Right to Free and Compulsory Education Act, 2009

The Right to Education Act (RTE), enacted in 2009, has ushered in hope for school education in the country. It is the conclusion of efforts made by educationists, members of civil society and judiciary for the last many years. Free and compulsory education for all children had been debated even in pre-Independence years. It made its way into the Constitution as a Directive Principle of State Policy under the former Article 45, whereby states were required to ensure provision of free and compulsory education (FCE) to all children till the age of 14 years within a period of 10 years of the formulation of the Constitution. There is enough evidence to suggest that this goal has not been achieved even several decades after India became independent. With the RTE coming into force, there is an expectation that this will finally be translated into provision of quality school education for all children. It is the primary responsibility of the Government to ensure implementation of the Act. Being part of the concurrent list, the Central and state governments are both responsible for ensuring effective implementation of the Act.

In fulfillment of the authorization laid in article 21A, the parliament has passed the Right of Children to Free and Compulsory Education Act, 2009 RTE. The RTE act, 2009 was passed by the Indian parliament 3rd sept., 2009. India became one of the 135 countries to make education a fundamental right of every child with effect from April 1, 2010 when RTE Act was enforced. The major provision of right to children for free and compulsory education act, 2009 are as follows:

- Free and compulsory education to all children of the age group of six to fourteen years. (Section 3)
- A child who is above six years of age and 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. (Section 4)
- Financial burden for complying with the provisions of Act will be shared between states and central government. (Section 7)
- As per the act it shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward to an elementary education in the neighbourhood school. (Section 10)
- Act provides that appropriate government to provide pre-school education also. (Section 11)
- This act also provides for 25% reservation for students of disadvantaged groups and of economic weaker section of the society in admission to class I in all private schools excluding the unaided minorities' schools. It ensures reimbursement by the government to these unaided schools, based on per child expenditure incurred towards admitting these students. (Section 12)
- No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure. A provision of heavy penalty in case of charging capitation fee, to the tune of ten times the capitation fee charged and further a penalty which may extend up to twenty-five thousand rupees in case of conducting any screening first time and fifty thousand rupees for each subsequent contravention. (Section 13)
- For the purposes of admission to elementary education. The age of a child shall be determined based on 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. (Section 14)

- No child shall be declared fail in examination or expelled from the school until he or she complete elementary education. (Section 16)
- No child shall be subjected to physical punishment or mental harassment. (Section 17)
- School infrastructure (where there is problem) to be improved within three years after the implementation of this act, else recognition cancelled. (Section 19)
- Provision of a school management committee consisting of parents or guardian of children admitted in such school, elected representatives of the local authority and teachers. This committee shall have at least three-fourth of its members from parents or guardians of children inclusive of proportionate representation from disadvantaged group or weaker section. Overall, there shall be fifty per cent women member in this committee. (Section 21)
- School teachers will need adequate professional degree within five years from the implementation of this act or else will lose job. (Section 23)
- This act calls for a fixed student-teacher ratio and provides that no teacher shall be deployed for any non-educational purpose except as in section 27. (Section 25)
- This act prohibits private tuition by teachers. (Section 28)
- This act makes a provision for improvement in quality of education. (Section 29)
- A child who completes elementary education shall be awarded with a certificate. (Section 30)
- To examine, review the safeguards and recommend measures for implementation of rights provided by or under this RTE Act, the national commission for protection of child rights and state commission for protection of child rights have been empowered in addition to the functions already assigned. (Section 31)
- RTE Act also provide for the constitution of National Advisory Council and State Advisory Council for advising the respective governments. (Section 33, 34)
- The schedule attached to the RTE Act, 2009 prescribes certain norms and standards for a school to be comply with under this Act like: - number of teachers, infrastructure, minimum working days/ instructional hours in an academic year or per week, teaching learning equipment, library, play material, games, and equipment.

The Right of Children to Free and Compulsory Education (Amendment) Act, 2019 came into force on 1st March, 2019 and brought in a key change to the policy of no failing of students till class 8. According to the amended Section 16, there shall be regular exams for all the students at the end of class 5 and class 8. Any students failing such exams will get a chance for re-examination within two months of such declaration of the result after getting additional instructions. In very rare cases, schools can fail students with the permission of the government after failure in the re-examination. But under no circumstances a student will be expelled till the completion of his or her elementary education.

VII. Fact Related to RTE

The total enrolment in 2020-21 from primary to higher secondary levels of school education was a little over 25.38 Crore. Enrolment for boys was 13.17 Crore and that of the girls was 12.21 Crore. This was an increase by more than 28 lakh over 2019-20. Many of the schools under the UDISE+ system had pre-primary classes. Total enrolment of all the schools in the UDISE+ system from Pre-primary to higher secondary, have crossed 26.44 Crore in 2020-21. At all the levels above primary, i.e., in upper primary, secondary and higher secondary, school enrolment has increased, showing an improvement in the ability of the system to retain more and more children in the system of school education over time.

VIII. Criticism of RTE Act, 2009

Public discourse and debate up on RTE Act has unfortunately been restricted, in the large part, to the provision which mandates that every School must admit at least 25 percent of the kids in the first grade from weaker section of society. The real cause for concern however, arises from certain other provisions.

- Lack of quality education
- Incidents of corporal punishment
- Lack of proper infrastructure
- Lack of care towards children outside the age mandate
- Lack of coordination with child labour prohibition laws

Amendments related to the RTE Act, 2009

- **The 86th Constitutional Amendment Act, 2002** came into force on 1st April, 2010 along with the Right to Education Act, 2009. Brought in three key changes in the domain of education, viz: With the insertion of Article 21-A under Part III of the Constitution. According to Article 21-A, every

child between the six to fourteen years of age group is entitled to receive free and compulsory education. In the list of fundamental duties, the 11th fundamental duty was added in the form of Clause(k) after Clause (j) under Article 51-A. According to Article 51-A(k), a parent or guardian is to provide opportunities for education to his child or ward, as the case may be, between the age group of six to fourteen years. By substituting the old Article 45 with the new one under Part IV of the Constitution, the provisions for early childhood care and education for children below the age of six years were laid down. According to the new Article 45, the state shall endeavour to provide early childhood care and education for all children without any discrimination till the completion of the age of six years.

- **The Right of Children to Free and Compulsory Education (Amendment) Act, 2019** came into force on 1st March, 2019 and brought in a key change to the policy of no failing of students till class 8 by amending Section 16 of the RTE Act. The changes are as follows:
 - According to the amended Section 16, there shall be regular exams for all the students at the end of class 5 and class 8.
 - Any students failing such exams will get a chance for re-examination within two months of such declaration of the result after getting additional instructions.
 - In very rare cases, schools can fail students with the permission of the government after failure in the re-examination. But under no circumstances a student will be expelled till the completion of his or her elementary education.

The Right to Education (RTE) and Nation Education Policy (NEP)

The RTE Act provides for free and compulsory education to children of age 6 to 14 and there is a possibility under NEP that the age bracket will be revised to 3-18 years.

- The Central Government is becoming more involved in education through the NEP and this will help in better implementation of the Right to Education.
- NEP of India recommends the addition of Early Childhood Care and Education (ECCE) within the scope of the RTE Act thereby strengthening the provisions of the RTE Act.
- RTE Act has provisions to improve the quality of education; the NEP further strengthens the goal of quality education.

IX. Conclusion and Suggestions

The main object of RTE Act is to ensure that all children between the age group of 6 to 14 receive free and compulsory education irrespective of his or her capacity to pay the fees. India has moved to a rights-based approach towards implementing education for all after passing of the Right to Education Act, 2009. This Act casts a legal obligation on the state and central governments to execute the fundamental right of a education of a child according to Article 21 A of the Indian Constitution. The central and state government will have concurrent responsibility for providing funds. Moreover, after the analyses of my research there is some suggestions which are as follow-

- Teachers should not deploy on duties other than teaching by all the Government schools and Private aided schools.
- The Right to Education Act also doesn't speak about millions of children who are in the age group below five years.
- Mental disorder children also need basic facilities or necessary training and mental development scheme to be at once launched.
- There is a great need for coordinating with various government departments for effective implementation of government programmes and avoid duplication of beneficiaries, fund utilizations etc

Above all, the implementation of the Right to Compulsory and Free Education Act 2009 must be implemented in letter and spirit to fulfill the desired objectives. Families and communities need to play a vital role to make the Right of Children to Free and Compulsory Education Act, 2009 a major success in India.

References

- [1] Constitution of India Act,1950
- [2] Right to Free and Compulsory Education Act, 2009
- [3] Right to Free and Compulsory Education (Amendment) Act, 2019
- [4] V.N. Shukla's, The Constitution of India, eleventh edition.
- [5] Prof. C.M. Jariwala, Right to free and compulsory primary education: myth or reality, NYAYA DEEP; official journal of NALSA, vol. xiv, issue 3- July 2013 & issue 4- October 2013.
- [6] Justice Dipak Misra, Right to Education; NYAYA DEEP, vol. viii, issue 1 jan., 2007
- [7] Prof. C.M. Jariwala, Right to free and compulsory primary education: myth or reality, NYAYA DEEP; official journal of NALSA, vol. xiv, issue 3- July 2013 & issue 4- October 2013.
- [8] Bharti Mishra, British Education System before Independent India, International journal of creative research thoughts, vol. 2, issue.4, April 2014

ABOUT AUTHORS



Professor (Dr.) Sandeep Kumar, a dynamic figure at Faculty of Education, Swami Vivekanand Subharti University, Meerut, U.P. for Nineteen years, holds multiple significant roles. He serves as the Professor & Dean of the Faculty of Education and is also the Professor and Head of the Department of Physical Education. Prof. Kumar is Chairman of the University Sports Committee, Chairs the Board of Studies & Faculty Board. His role extends to being the ANO (Associate NCC Officer) for the National Cadets Corps and the Coordinator of the Subharti Disability Advisory Service Center (SDASC). He is the alumni of the esteemed Laxmi Bai National Institute of Physical Education (LNIPE) Gwalior, and advanced Doctoral degree from Annamalai University (TN). With over Nineteen years of academic and administrative experience, Prof. Kumar is a National-level swimmer with extensive participation in various national tournaments, including the Triathlon National. He is a prolific researcher, guiding scholars, publishing many books, and contributing over fifty research papers to reputed UGC CARE & SCOPUS-indexed journals. Beyond academia and sports, Dr. Sandeep Kumar holds significant roles in sports associations and societies, such as Vice-Chairman of UP Kickboxing Association. His dedication and contributions have earned him several awards and honors, including the "Corona Yoddha Samman Patra" by BTSM and Kreedha Bharti, the "Shikshak Shiromani" award from Samaj Vikas Sansthan, and the "Excellent Researcher Award" from CSERD Dehradun. He has also been honored by prominent figures like Cabinet Sports Minister Sh. Vijay Goel and Commissioner Meerut Sh. Alok Sinha for his exceptional work in organizing sports tournaments and achieving championships.



Professor (Dr.) Anoj Raj, a Ph.D. holder in Education and M.Sc. in Physics, currently serves as Professor and Head, Department of Education, Swami Vivekanand Subharti University, Meerut, U.P. with 22 years of teaching experience. His expertise spans science teaching methodologies, educational technology, research methods, evaluation, educational management, and psychology. Prof. Raj has supervised seven Ph.D. and two M.Phil. candidates, focusing on personality, evaluation, and teacher education. He boasts a substantial publication record with 40+ research papers, 10 book chapters, and three books. Furthermore, he has contributed to distance education course content, delivered 50+ lectures at national and international seminars, and serves as a reviewer for esteemed journals. Prof. Raj is an active member of professional organizations like AIATE, CTE, GERA, and GIDEON'S. His prior roles include Associate Dean, Head of Education Department, and Controller of Examinations at Himgiri Zee University Dehradun, along with positions at the Central University of Haryana.



Dr. Rubi is an accomplished Assistant Professor, Department of Education, Swami Vivekanand Subharti University, Meerut, U.P. with an array of qualifications, including a PhD, M.Phil., and NET in Education, as well as MA degrees in Sociology. She is authored three books and contributed to multiple book chapters and research papers in national, international, and Scopus-indexed journals. Her passion shines through in organizing seminars, webinars, conferences, workshops, and guest lectures, fostering professional development in the education community.



Dr. Mumtaz Sheikh is presently working as an Assistant Professor in the Department of Education, Swami Vivekanand Subharti University, Meerut. She has experience of working for almost fourteen years in various institutions offering teacher education courses. She is M.Sc. in Zoology, M.A. in education, Ph.D. in education as well as cleared NET in education twice. She had actively participated in various national and international seminars and conferences. Her research papers have been published in several national and international journals. Her objective is to serve the society and the nation through her relentless contribution to the field of education.

ISBN: 978-93-5747-602-7



9 789357 476027

MRP Rs. 470/-

