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Study of Impact of RTE Act 2009 on Tribal Girls Education in Urban Schools of Nandurbar Tahsil

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Introduction- India celebrated with bliss and joy as it had become one of the countries with free and compulsory education in April 2010 when the right of children to free and compulsory education act (2009) became effective through the 86th Amendment in 2002. Even before the enactment of the right to education Act 2009, the dream of universalization of elementary education has been achieved in India with the implementation of Sarva Shiksha Abhiyan (SSA), mid-day meal scheme, and many other schemes in different point of time. The right to education act 2009 is also revolutionary and will bring a revolutionary change in the field of primary education. While Implementing it, all concerns should work hand in hand, correlating the objectives and practice. It has been the responsibility of the government to provide funds, infrastructure, recruit teachers and facilitate everything that is required for the universalization of elementary education.

Keywords: *RTE Act 2009, impact, schemes 1, tribal girls.*

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Study of Impact of RTE Act 2009 on Tribal Girls Education in Urban Schools of Nandurbar Tahsil

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I. Introduction

India celebrated with bliss and joy as it had become one of the countries with free and compulsory education in April 2010 when the right of children to free and compulsory education act (2009) became effective through the 86th Amendment in 2002. Even before the enactment of the right to education Act 2009, the dream of universalization of elementary education has been achieved in India with the implementation of Sarva Shiksha Abhiyan (SSA), mid-day meal scheme, and many other schemes in different point of time. The right to education act 2009 is also revolutionary and will bring a revolutionary change in the field of primary education. While Implementing it, all concerns should work hand in hand, correlating the objectives and practice. It has been the responsibility of the government to provide funds, infrastructure, recruit teachers and facilitate everything that is required for the universalization of elementary education.

The Right of Children to free and compulsory Education Act 2009, (RTE Act 2009) has envisaged free and compulsory education of all children of the age six to fourteen years, till completion for the elementary stage, in a neighbourhood school. The act has provision for every child above six years of age and has not been yet admitted to any school or could not complete his/her elementary education due to any reason in a class appropriate to his or her age. To be at par with other children, the child has a right to receive special training or addition instruction. There is concern over implementing the RTE Act in the school system concerning the special training, modalities and execution.

The states have been expected to respond to a situation arising out of the implementation of the act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development or special training programs for out of school children admitted to age-appropriate classes, and preparation of relevant teaching materials.

Challenges and issues in the implementation of the RTE Act, 2009.

There are some challenges for teachers in implementing the RTE Act, 2009- Inadequate inputs, children lacking behind, curriculum completion, high teacher- pupil ratio, age-appropriate classrooms, no-detention policy, and shortage of teachers, continuous and comprehensive evaluation and quality of education in school.

RTE Act, 2009 and Tribal Girls Education:

The RTE Act, 2009 having specific provisions for disadvantaged groups-laborers, migrant children, children with specific needs, or "disadvantaged owing to social, culture, economic, geographical, linguistic, gender or, other factors. As in the case of deprived sections of the society, the opportunities are bleak and social- financial conditions are not favourable with this section 63 and 64 in the field of educational access and equity. They are lagging far behind the strata of the society where the tribal are also a disadvantaged group. Tribal Girls' education has been improved to bring them in the mainstream of society.

Need and Importance:

Reviewing the purpose of the RTE Act, 2009, the mandate of an act is to provide access to elementary education of all the sections of society. Tribal girls education is still an issue to increase their enrolment and completing schooling is a challenge. A lot many reports on tribal education are evidenced that there is a lack of awareness about availability of schooling and nearby residence in the tribal areas. Also, culture, language, and availability of the teachers from the tribal community to feel tribal girls safe and secure in the school still waited. Due to the inaction of the RTE Act, 2009 how the implementation overcomes issues related to tribal girls' education is the basic inquiry to be addressed through this piece of research in the tribal district of Maharashtra, Nandurbar. Since 2009 how this Act has changed the status of tribal girls' education in the Nandurbar district.

Assumptions:

1. Right to education Act, 2009 is implemented all over India.
2. Nandurbar is a tribal majority populated district in Maharashtra.

Conceptual Definitions-

1. RTE Act, 2009 - Government Act introduced in 2009 related to education in India.
2. Tribal Girls - Girls belong to the tribal category studying between 1st to 7th standard at Nandurbar tehsil.

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The Objective of the Research–

1. To assess the impact of the Right to Education Act, 2009 on tribal girls' education progress.

Research Question:

1. How the tribal girls' education progress improved due to the RTE Act?

Scope of the Study:

The scope of the present study was tribal girls' education of Nandurbar tehsil.

This study was related to the Right to Education Act 2009.

This study was related to the impact of RTE Act on tribal girls' education progress.

Delimitations:

1. This research was limited to only tribal girls' education based on the RTE Act, 2009.
2. This study was limited to Nandurbar tehsil of Maharashtra.
3. This study was limited to the RTE Acts impact on tribal girls' education progress.
4. Data has been collected during the month of December 2017 and January 2018; information was collected from the last three years.

Limitations:

The finding of the present study depended on responses given by the education officer, School, Head master, A school teacher and tribal girl students and their parents. Responses of education Officers, Headmasters, teachers, tribal girl students, tribal girl parents depend upon maturation, age, interests and mental state.

Methodology and Procedure:

The present work has been carried out by applying the Survey method.

Research Methods:

For objective- To assess the impact of the Right to Education Act, 2009 on tribal girl's education progress Survey method has been used.

Population:

Education Officers, Headmasters, teachers, tribal girl students and their parents of Nandurbar tehsil.

Sample and Sampling Techniques:

Selection of schools and Education officers, headmasters, teachers, tribal girls' students and their parents.

For Survey Method: 20% Schools from Nandurbar tehsil and 20% headmasters, teachers, tribal girls' students and their parents have been selected by simple random sampling including lottery method.

Data Collection Tools & Techniques:

To fulfil the objective, Education officers, Headmasters, Parent's interview has been conducted. The Questionnaire has been administered to Teachers. Checklist has been prepared for tribal girl students.

Statistical tool: Percentage has been used as a statistical tool.

Analysis and Interpretation of Data:

For this research study a survey method has been used, Data has been collected from 30 urbans schools (Local Bodies, Private aided, Tribal and Social Welfare) These schools are Zillah Parishad Schools, Private Schools, Government Schools, Ashram Schools, Missionaries, etc. From total of 330 informants, data has been collected, given below,

Principals-30

Education Officers- 8

Parents of Tribal Girls- 27

Teachers- 115

Tribal Girls Students- 150

II. Finding of the Research

1) All schools provide a medical check-up facility, transport facilities (bus pass, bicycle), scholarship, attendance allowance, free textbooks, mid-day-meal, free uniforms under RTE Act, 2009.
2) The majority of schools has been surveying for out-of-school students; schools have been following the admission procedure as per the RTE Act, 2009.
3) Most of the schools are having proper infrastructure facilities, ICT Labs, library, Separate toilets for girls, Drinking water facilities, playgrounds.
4) The enrolment rate of tribal girls is increasing as compared to the previous three academic years.
5) The majority of schools are not facing any problem during enrolment of girls in school.
6) Dropout reasons in rural schools are migration, labor work, the responsibility of younger siblings and neutral attitude of parents, illiterate parents and poverty.
7) The majority of schools have been giving age-appropriate admission for the non- school going girls.
8) All urban schools have parents- teacher Association and Teacher- student ratio as per RTE Act, 2009.
9) Most urban schools are having Mahila Samakhya Program and Meena- Raju Manch.
10) The dropout rate is decreasing in the last three years.
11) A retention rate of tribal girl students in school is increasing as compared to the last three years.
12) Tribal girls and teachers both are attending school regularly.
13) Illness is the main reason for less attendance in a week in School; otherwise, attendance is regular in school.
14) Due to RTE schemes, parents do not have an economic burden for educating girls.

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15) Majority of girls are getting benefits from RTE schemes for education.
16) The majority of parents get benefited from RTE schemes without any problem.
17) Most of the parents are actively participating in the Parent-Teacher Association.
18) The majority of teachers said if the RTE Act, 2009 was not implemented, then girls stay deprived of education and Girl's literacy rate may increase.
19) Pass out percentage of tribal girls at the primary level is increasing; tribal girls are getting an education in a well.
20) Parents have a positive attitude towards girls education and they are giving importance to girl's education, so the majority of girl's are getting an education.

III. Conclusion

The right to education is a fundamental right and it has been given the best provisions for children of age 6-14 years. The RTE Act, 2009 has been introduced in the Gazette of India. The education of tribal girls has been an issue to increase their enrolment and completing schooling is a challenge. Due to the inaction of the RTE Act, 2009 how the implementation overcomes the above issues related to tribal girls' education is inquiry to be addressed through this piece of research in the tribal district of Maharashtra, Nandurbar. Since 2009 how this Act has changed the status of tribal girls' education in the Nandurbar. The findings of the study clearly come out with the evidence of the success of the RTE Act, 2009 regarding the education of tribal girls of Nandurbar Tehsil. Various schemes under RTE has been successfully implemented in the urban area of Nandurbar Tahsil. The provide education for migrant children and provide toilet facility for girls, transport facility, playground for the school, parent-teacher association in school, proper infrastructure in schools, mid-day meal, attendance allowance, Mahila Samakhya program, etc. School-dropout rate of tribal girls has been decreased, school retention rate of tribal girls has been increased and enrolment of tribal girls has increased. This is because of the implementation of RTE Act, 2009 in the urban area of Nandurbar tehsil.

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