



ORIGINAL RESEARCH PAPER

Education

RIGHT TO EDUCATION ACT 2009 AND EDUCATION OF SCHEDULE CASTE GIRL STUDENTS AT LOWER SECONDARY STAGE

KEY WORDS: RTE Act 2009, Schedule Caste students, Lower Secondary stage, Enrolment and Dropout

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ABSTRACT

The present study has been conducted to explore the educational status of Schedule Caste girl students at lower secondary stage in West Bengal after implementation of RTE ACT 2009. The study is purely quantitative. Survey method is used here to explore the enrolment and dropout status of S.C. girls students particularly next five years of the implementation of RTE ACT 2009. The findings of the study are: Enrolment of scheduled caste girls are increasing from 2011-2015. Dropouts of S.C. girl students are decreasing from the implementation of RTE ACT 2009 except 2014-2015.

1.0 INTRODUCTION:

Education can be deliberated as the precondition for development because of its persuasive effect on the social, economic, political and cultural life of a realm that leads to national development. Education acts as a catalyst and develops human resources for different levels of the economy. The growth of human capital depends on the quality of education at all stages. According to Kofi Annan, "Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable development" (Lahiri, 2016)

The United Nation in its Universal Declaration of Human Rights (By articles 26, 1948) recognized Right to Education as a basic human right. In India, since its independence, serious efforts have been made to make education free and compulsory to all children up to the age of 14 years (class i-viii). (Lahiri, 2016)

According to Article 46 the state should provide special care of the educational and economic interests of the Scheduled Castes and Scheduled Tribes children. The Education Commission (1964-66) very aptly observed and stated that the education of the backward classes in general, schedule caste and tribal people in particular is a major programme of equalization and of social and national integration. Sachdeva, et. al (2015)

The Kasturba Gandhi Balika Vidyalayas (KGBVs 2004) are residential upper primary schools for girls from Scheduled Caste (SC), Scheduled Tribe (ST), and Other Backward Classes (OBC) and Muslim communities. Rashtriya Madhyamik Siksha Abhiyan (RMSA) was established by government of India in 2009 for the qualitative improvement of secondary education and performance given to S.C. /S.T. / Minority students.

In 2009, 4th august Govt of India by the RTE (the right to free and compulsory education for the age group 6 -14 years and class I- VIII) act ensure the elementary education for all children and it came into effect from 01.04.2010 by Govt. Order no.-F.2-50/2009-EE.3 dated 3rd September 2009.

'Schedule Caste' has been defined in Article 341 of the Constitution of India (1949) as.—“(1) The President may with respect to any State or Union Territory and where it is a State after consultation with the Governor thereof, by public notification specify the castes, races or tribes or parts of or groups within castes, races or tribes which shall for the purposes of this Constitution be deemed to be Scheduled Castes in relation to that State or Union Territory, as the case may be.

Lower Secondary stage-refers to elementary education for Upper primary (classes IV—VIII) for the age group 12-14 years.

The researcher took the term 'RTE Act 2009' in the sense of five academic session 2010-11, 2011-12, 2012-13, 2013-14, 2014-15.

1.1 OBJECTIVES OF THE STUDY:

The objectives of the present study are given below:

- i) To study the enrolment of S.C. girl students in lower secondary stage after implementation of RTE ACT 2009.
- ii) To study the rate of dropout of S.C. girl students in lower secondary stage after implementation of RTE ACT 2009.

1.2. Delimitations of the study:

- i) The study area concerned with rural areas in Pingla Block, Khargapur sub-division in the district of Paschim Medinipur, West Bengal.
- ii) The study is concerned with children S.C. girl students of classes VI—VIII.

1.3. Significance of the study-

- i. Fundamental right ensures equality for all but S.C. Girls students are lagging behind. The study may illuminate the matter.
- ii. The study may highlight the status of enrolment and dropout of S.C. girl students after implementation of RTE ACT 2009.

2.0. METHODOLOGY:

The present study is a quantitative study. Survey method is used to meet the research objectives.

2.1. Research Design: Descriptive research, survey method is used here.

2.2 Population: All students of lower secondary schools (class-vi-viii and age group 12-14 years) in West Bengal.

2.3. Sample: All students of twenty five (25) lower secondary schools (class vi-viii and age group 12-14 years) in West Bengal.

2.4. Sampling Design: Multi-stage stratified Random sampling is used here.

2.5. Size of sample : Rural areas with Scheduled class prone are treated as sampling area.

State - West Bengal,

District- Paschim Medinipur,

Subdivision – Khargapur,

Block-Pingla
(25 lower secondary schools)

2.6 Tools of data collection: Information schedule to collect information on enrolment and drop out of S. C. Girls students from the Head Teachers of Schools.

2.7 Analysis of data : Quantitative analysis of data like – percentage, mean is used to understand enrolment and drop out of scheduled caste girl students after implementation of RTE ACT 2009.

3.0. Presentation, Analysis and Interpretation of data

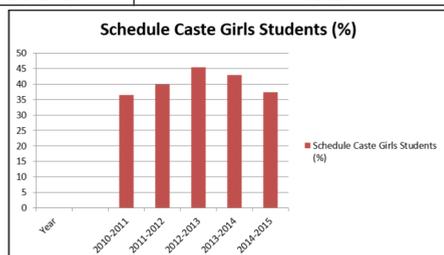
3.1. Enrolment of students in elementary education in lower secondary stage after Implementation of RTE ACT 2009 in PINGLA block.

Year	Total students	Total S.C. students	Total S.C. girls students
2010-2011	7830	873	316
2011-2012	7837	844	335
2012-2013	7630	788	322
2013-2014	7250	750	297
2014-2015	7278	749	304

Objective – O1 Enrolment of Scheduled Caste Boys Students with that of Scheduled Caste Girls Students in lower secondary stage after implementation of RTE ACT 2009.

Table no: 1

Year	Schedule Caste Girls Students (%)
2010-2011	36.43
2011-2012	39.81
2012-2013	45.32
2013-2014	42.90
2014-2015	37.28



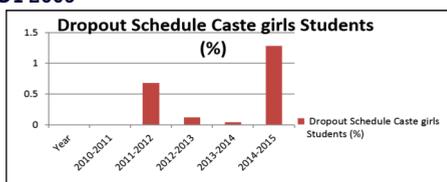
• Bar graph showing the enrolment of Schedule Caste girls Students- 36.43% (2010-2011) to 37.28% (2014-2015) as are increasing mode.

3.2 Objective – O2 To study the rate of dropout of Schedule girl Caste Students in lower secondary stage after implementation of RTE ACT 2009.

Table no.2

Dropout of Schedule Caste Girls Students After implementation RTE ACT 2009	
Year	Dropout Schedule Caste Girls Students (%)
2010-2011	NIL
2011-2012	0.68
2012-2013	0.12
2013-2014	0.04
2014-2015	1.28
Mean Value = 0.42%	

Dropout Schedule Caste Girls Students After implementation RTE ACT 2009



Bar graph no: 2

Dropout of Schedule Caste Girls Students after implementation RTE ACT 2009 (Mean Value 0.42)

4. Major Findings of the study:

The researcher summaries major findings of the study in this manner-

- i. Enrolment of scheduled caste girls are increasing from 2011-2015.
- ii. Dropouts of S.C. girl students are decreasing from the implementation of RTE ACT 2009 except 2014-2015.

5. Conclusion of the study

The study concludes that enrolment of S.C. girl students increases with the decrease of drop out of S.C. girl students after implementation of RTE act.2009.

6. Implications of the study

The study has some implications for the persons, policy makers, governments, school administrators, teachers, parents, community members, NGOs and others for educating the children of our society.

- The government can set up more hostels or residential schools for scheduled caste girl children to make them educationally enriched with proper facilities and vigilance.
- The curriculum framework must be psychological with child-friendly and joyful activities.
- Attention must be given for training of teachers working in scheduled caste and rural areas.
- The school authority must organize the parents-teachers meetings regularly.

7. Limitations of the study

- I. It has been not possible to survey all schools of Khargapur sub-division and collect data due to Covid pandemic situation to study large number of scheduled caste students.
- II. The survey is limited to Khargapur sub- division (one block).
- III. Many schools have not showed interest in this subject particularly in drop out cases.

8. Suggestions for further studies

- I. There is a scope of study on implication of govt. facilities for scheduled caste girl students.
- II. There is a scope of study on Kanyashree prakalpa and Mid-day meal prakalpa to influence on scheduled caste girl's learning.

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