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## EDITORIAL

United Progressive Alliance (U.P.A.) government of India in general, its Prime Minister Dr. Man Mohan Singh and H.R.D. Minister Mr. Kapil Sibbal in particular deserve special thanks of the nation for introducing Right to education Act 2009 and its enforcement from April 2010. The act is a right decision of parliament taken very late. If, the right to education act had been incorporated in the fundamental rights, at the time of framing of constitution, the country would have different picture in terms of its educational empowerment. Every aware citizen thanks parliament for such needed act. Unaware, ignorant and illiterate citizens will thank the same and feel obliged when their offsprings will be educated under the provisions of the act and children covered under the act will offer their gratitude to the nation for bringing such right to education act for their education.

Honey moon phase of the act is over. The real life phase has begun. Parliament has made budgetary provisions for the implementation of the act. Center has released 75% of its share. Rest 25% is proposed to meet out by the state governments. They are showing their inability in sharing 25% of expenditure. One of the Chief Ministers belonging to Dalit Community and enjoying power on the vote bank of Dalits and marginalized people warned center (Like in laws of newly married girl demanding more dowry) to meet out 100% expenditure, if, it wants to implement right to education act in the state. It is one type of reality the act is going to face. More serious problems lie in the pipe, the act has to overcome. Neither state nor central govt. has data base regarding the number of potential students to be covered under the act, number of classroom (extra), number of teacher (additional) needed to convert the dream of the act into reality. Besides, many states have acute shortage of primary school teachers. Even starting of new teacher education institution will supply teachers after two years. Thus, the problem regarding school building, infrastructural facilities and instructional facilities are posing serious challenges to the Act.

Most serious problem, the act has to face regarding the quality of the primary education. It is when all schools of the most of the states are covered under central scheme, namely, Sarva Shiksha

Abhiyan. How the act will overcome it is a question? Education without quality is worse than no education. Quality of education of govt. managed primary schools is well known to every one. Poor enrolment and high drop out rates are results of poor quality. Free education, mid day meal, free books and school uniforms are student friendly schemes launched to achieve the objective of surva shiksha abhiyan. But they did not work in enhancing quality of education. Quality of primary education did not move a bit. Even marginalized population, if, given choice would like to send their offsprings in private schools rather than in govt. managed primary schools. A question is why? Answer is for quality. Private schools provide quality education. Success of right to education act will rest on the quality education. Contradictory policies concerning quality of primary education cannot improve quality of primary/elementary education. Continuous comprehensive evaluation is good method of ensuring quality of the education. No failure up to class VIII is second policy contrary to C.C.E. Quality control without quality check is hard to understand. This policy may suit to the elite students as pass and fail is meaning less for them. But a student of poor family after six years of compulsory schooling when comes out without ability to read and write and without skill to perform simple arithmetical operations will be a burden on family and society, what he will do in the life. It means, he wasted his six years for mid day meal. To ensure the quality of education under right to education, teachers of primary schools should be made responsible for the quality education and in its absence should be punished economically. Public examinations should be introduced at class IV and VIII. Failed students should be compensated by the teachers responsible for failure of the students at the rate of daily minimum wage of child labour for four years. Then and only then act can serve the poor.

M.H.R.D. could not understand basic problem associated to compulsory elementary education in 60 years. Why parents do'nt send their words to school? Why students leave schools without completing primary/elementary education? Why students fail in a class? What will be the earning potential of a child after completing eight years of schooling? Will it be higher than a child who never went to school? Until and unless elementary education is redefined, right to education act can not change the lot of the poor and marginalized children between 6 to 14 years age. Educationist, leaders and officers associated to implementation of the act should think over the questions raised above and try to find answer of them through research studies. In the light of the findings of the empirical studies strategies should be developed to execute the act smoothly.

