

A Study on Implementation of Right to Education Act 2009 in the Char Areas of Lakhipur Educational Block, Goalpara District

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Abstract:

In the 21st century Right to Education is a fundamental right of a children which also free and compulsory to all up to the age group of 14. To ensure this provision for all, the govt. of India initiate a very remarkable steps and enacted the Right to Education Act 2009. This study examines the implementation of the Right to Education Act 2009 in the Char areas of Lakhipur Educational Block, Goalpara. The Char areas are characterized by their remote and marginalized nature, present unique challenges in ensuring access to quality education for all children. The study reviews relevant literature to understand the existing knowledge and research gaps regarding the implementation of the Act. It focuses on the specific context of Lakhipur Educational Block and investigates the challenges faced in implementing the Act in the Char areas, as well as the strategies and policy interventions necessary to address these challenges. The study highlights the importance of improving infrastructure, enhancing teacher quality, increasing awareness and parental involvement, addressing enrollment barriers, promoting inclusive education, and strengthening monitoring and accountability mechanisms. It provides recommendations for policy improvements and suggests collaboration with NGOs and community-based organizations. The findings of this study can inform policymakers, educators, and stakeholders in devising effective strategies to enhance the implementation of the Right to Education Act in the Char areas of Lakhipur Educational Block, ultimately ensuring equal educational opportunities for all children. The study followed the descriptive survey method using purposive sampling method.

Keywords: Right to Education Act, Char areas, Educational Block, Implementation, Challenges

1. INTRODUCTION:

The Right to Education (RTE) Act of 2009 is a landmark legislation enacted by the Indian government to ensure free and compulsory education for children between the ages of 6 and 14. The Act aims to eliminate barriers that hinder children's access to quality education and promote inclusive and equitable educational opportunities. However, the effective implementation of the RTE Act in remote and marginalized regions remains a significant challenge. This study focuses on the implementation of the RTE Act 2009 in the Char areas of the Lakhipur Educational Block, Goalpara. Char areas are riverine islands that are often geographically isolated and economically disadvantaged. These areas face unique challenges

in providing education to their children, including infrastructure limitations, lack of qualified teachers, low enrolment rates, and high dropout rates.

The primary concern of this study is to assess the extent to which the RTE Act has been implemented in the Char areas of the Lakhipur Educational Block. It aims to evaluate the availability and adequacy of educational infrastructure, the quality of teaching and learning, the enrollment and retention rates of children, and the awareness and utilization of various provisions of the RTE Act by stakeholders such as parents, teachers, and local authorities. By examining these aspects, the study intends to identify the key challenges and bottlenecks in implementing the RTE Act in the Char areas of Lakhipur. It will also provide insights into the effectiveness of existing policies, programs, and initiatives undertaken by the government and non-governmental organizations to address the educational needs of children in these marginalized areas. The findings of this study will be valuable for policymakers, educationists, and development practitioners to understand the ground realities and design targeted interventions to improve the implementation of the RTE Act in the Char areas of Lakhipur.

1.1 Char Areas of Assam:

Char areas in Assam are riverine islands formed by the Brahmaputra and its tributaries. These areas face unique geographical challenges, including frequent floods, erosion, and isolation from mainland infrastructure. The char communities are often economically marginalized and have limited access to essential services like education, healthcare, and transportation. Providing education in these areas is particularly challenging due to inadequate infrastructure, lack of qualified teachers, and low enrollment rates. The implementation of the Right to Education Act in the char areas of Assam requires special attention to address these unique challenges and ensure inclusive and equitable access to quality education for children in these marginalized communities.

1.2 Right to Education Act 2009:

The Right to Education Act 2009 is a significant legislation enacted by the Indian government to ensure free and compulsory education for children aged 6 to 14 years. It aims to eliminate barriers that hinder access to quality education and promote inclusive and equitable educational opportunities. The Act mandates specific provisions such as the prohibition of discrimination, admission of children from disadvantaged groups, and the requirement of infrastructure and teacher-student ratios. It also emphasizes the importance of child-friendly learning environments and continuous evaluation. The RTE Act places the responsibility of implementation on the government, local authorities, and educational institutions. While the Act has brought positive changes to the education landscape, challenges remain in terms of infrastructural gaps, teacher shortages, and achieving quality outcomes. Ongoing efforts are needed to ensure effective implementation and overcome barriers to education for all children in India.

2. REVIEW OF LITERATURE:

Mahajan and Mehta (2014) carried out a study on “Implementation of the Right to Education

Act in Private Unaided Schools: A Case Study." This case study investigates the implementation of the RTE Act in private unaided schools. It examines issues such as admission processes, fee regulations, and reservation policies. The authors highlight the challenges faced by private schools in complying with the Act and discuss the implications for ensuring equitable access to education.

Sharma and Sivakumar (2015) made a study on "Right to Education Act: Implementation Challenges and Strategies. This study explores the challenges faced in implementing the Right to Education Act in India. It discusses issues such as inadequate infrastructure, shortage of trained teachers, and the need for inclusive education. The authors also suggest strategies to overcome these challenges and improve the effectiveness of the Act.

Swain and Mishra (2016) carried out a study on "A Study on the Implementation of the Right to Education Act in Tribal Areas of Odisha." This study focuses on the implementation of the RTE Act in tribal areas of Odisha, India. It examines the challenges specific to tribal communities, such as language barriers, cultural sensitivities, and limited access to infrastructure. The authors analyze the role of government policies and suggest measures for improving educational outcomes in tribal areas.

Aparna and Anitha (2016) made a study on "Right to Education Act and Inclusive Education: A Study of Children with Disabilities." This study focuses on the implementation of the RTE Act concerning children with disabilities. It explores the accessibility of inclusive education, the availability of support services, and the barriers faced by children with disabilities in accessing quality education. The authors discuss policy implications and suggest measures for inclusive education under the RTE Act.

Deshmukh and Goel (2017) carried out a study on "Implementation of the Right to Education Act: A Study of Urban Slum Areas." This study examines the implementation of the RTE Act in urban slum areas. It assesses the availability of schools, infrastructure, and the quality of education in these areas. The authors analyze the socio-economic factors affecting children's access to education and propose strategies for improving implementation and reducing educational disparities.

Kumari and Kumar (2019) made a study on "Right to Education Act: An Analytical Study of Implementation Challenges and Way Forward." This research paper examines the implementation challenges of the RTE Act and suggests strategies for effective implementation. It discusses issues like low enrollment rates, poor quality of education, and lack of accountability. The authors highlight the importance of community participation and monitoring mechanisms for successful implementation.

Roy and Shinde (2019) made a study on "RTE Act: A Study on Parental Awareness and Participation" Authors: This study explores parental awareness and participation in the implementation of the RTE Act. It investigates the level of awareness about provisions, utilization of entitlements, and engagement of parents in school management committees. The authors discuss the role of parental involvement in enhancing the effectiveness of the RTE Act.

Srinivasan and Dongre (2020) made a study on "Implementation of the Right to Education Act: A Review of Progress, Challenges, and the Way Forward." This review article provides an overview of the implementation of the RTE Act across different states in India. It assesses the progress made, identifies challenges in areas such as teacher recruitment, infrastructure development, and monitoring mechanisms. The authors propose recommendations for addressing these challenges and strengthening the implementation of the Act.

3. OBJECTIVES:

- i. To Study the Implementation of Right to Education Act 2009 in the Char Areas of Goalpara District in terms of-
 - a. Enrolment
 - b. Infrastructure
- ii. To investigate the Challenges in the Upper Primary School education in the Char Areas of Goalpara District.

4. RESEARCH METHODOLOGY:

The study was conducted in the char areas of the Goalpara district of Assam where Lakhipur Educational Block was selected as the sample area. The researcher chooses the descriptive survey method for the present study. A total 4 number of the upper primary schools were selected where 5 students from each class were selected and a headmaster of each school was also selected as a sample of this study. For the final study the investigator used the purposive sampling method. The investigator prepared self-made questionnaire as tools for data collection of this study. The study is based on both primary and secondary sources of data.

5. RESULTS AND DISCUSSIONS:

5.1 Char Areas of Lakhipur Educational Block, Goalpara:

The Char areas of Lakhipur Educational Block in Goalpara, Assam, are riverine islands located in the Brahmaputra river basin. These areas face unique challenges due to their geographical isolation and vulnerability to floods and erosion. The Char communities residing in this region often experience economic disadvantages and limited access to basic amenities, including education. Providing education in the Char areas of Lakhipur Educational Block requires addressing infrastructure limitations, improving teacher availability and quality, increasing enrollment rates, and reducing dropout rates. Efforts to implement the Right to Education Act and ensure equitable access to quality education for children in these marginalized areas are crucial for their overall development and empowerment.

5.2 Right to Education Act 2009 in the Lakhipur Educational Block:

The implementation of the Right to Education Act 2009 in the Lakhipur Educational Block of Goalpara, Assam, poses unique challenges and opportunities. The Act guarantees free and compulsory education for children between the ages of 6 and 14, aiming to eliminate barriers and ensure inclusive education. In the Lakhipur Educational Block, efforts should focus on

addressing infrastructural gaps, improving teacher quality, enhancing enrollment and retention rates, and promoting community awareness of the Act's provisions. Strategies such as infrastructure development, teacher training programs, community engagement, and monitoring mechanisms can contribute to effective implementation. Additionally, partnerships between government authorities, educational institutions, and local communities can facilitate the provision of quality education and create a conducive learning environment for children in the Lakhipur Educational Block, ultimately empowering them and enabling their holistic development.

5.3 Implementation of RTE Act in the Char Areas of Lakhipur Educational Block:

The implementation of the RTE Act in the Char areas of Lakhipur Educational Block, Goalpara, faces challenges due to geographical isolation and economic disadvantages. Efforts are needed to address infrastructure limitations, improve teacher availability and quality, and promote awareness and utilization of RTE provisions in these marginalized areas. We can understand the implementation of RTE Act in the sample from following collected data analysis.

(a) ENROLMENT:

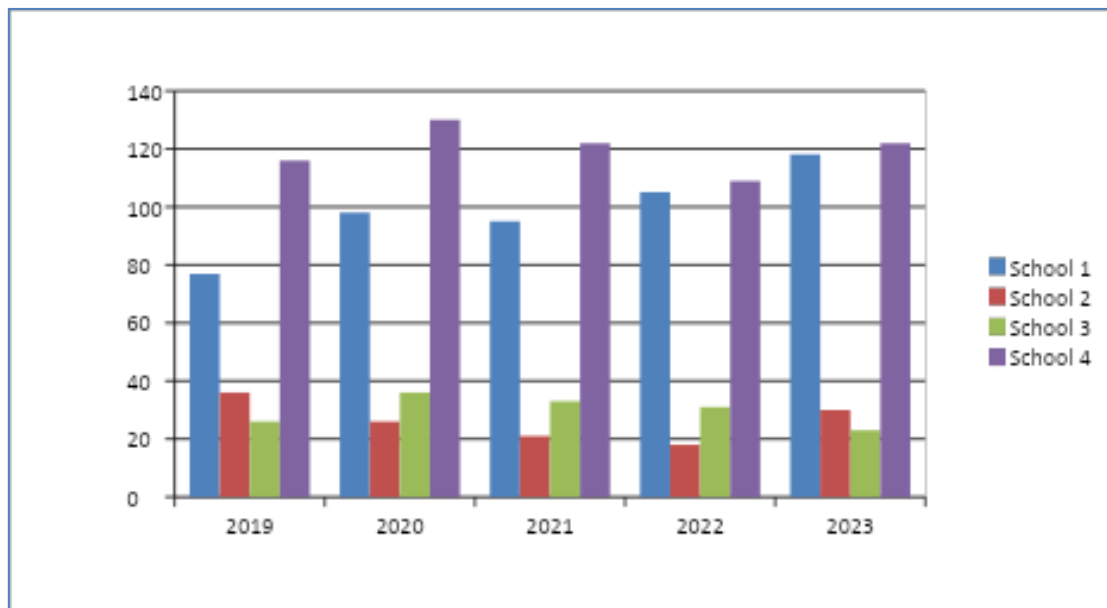
Table 5.1: School and Class Wise Yearly Enrolment in Lakhipur Educational Block:

Sl. No.	Name of the School	Class	Enrolment of the Students									
			2019		2020		2021		2022		2023	
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Tulsibari ME School	VI	13	22	14	20	11	15	17	28	24	29
		VII	10	19	13	22	14	20	11	15	17	28
		VIII	09	04	10	19	13	22	14	20	11	15
		Total	77		98		95		105		118	
2	Takimari Bazar MEM	VI	2	6	6	5	5	4	3	6	7	7
		VII	01	10	02	08	03	04	02	24	03	06
		VIII	12	05	00	07	01	04	02	01	02	05
		Total	36		26		21		18		30	
3	Betbari MEM	VI	04	08	04	13	03	06	03	02	05	06
		VII	02	05	04	08	04	13	03	06	02	03
		VIII	02	05	03	04	03	04	04	13	03	04
		Total	26		36		33		31		23	

4	Meserbhita Nasiriya HS School	VI	13	25	24	29	25	20	20	21	28	20
		VII	18	20	14	24	20	23	10	13	27	20
		VIII	11	29	24	15	12	22	26	19	14	13
	Total	116		130		122		109		122		

From the table 5.1 it has been observed that the enrolment of the sample school was increasing in every year after the successful implementation of RTE act but in between 1 or 2 year also decreases due to some specific reason as mentioned by the headmaster of the concerned schools. As mentioned by the headmaster of school 2 and 3, both the school faces problems in transportation as well as river erosion is one of the major factors. So that both the schools shown less number of enrolment. Here it is found that school 1 has been continuous increasement of enrolment. In case of school 4 enrolment decreases most of the time and the reason behind this scenario is less number of teacher appointed i.e., didn't maintained pupil-teacher ratio because only two teachers are there for upper primary section.

Figure 5.1: School and Class-Wise Yearly Enrolment in Lakhipur Educational Block:



As the figure 5.1 shown graph of enrolment fluctuate to maintain continuous increasing enrolment in the above schools. Here only one school tries to maintain it others growth is shown phenomenal. It is clearly revealed that school 1 and 4 has highest numbers of enrolment in comparison with the school 2 and 3. The headmaster of the school clearly stated that the guardian of the school 2 and 3 shifted their children to the other school due to very worst condition of transportation also both the schools are very close to river Brahmaputra. For the better implementation of the RTE Act in the sample school were needs to more focus by the government stakeholder as well as the SMC member of the school. The government should focus on sufficient road and transportation to maintain the enrolment in these schools.

(b) Infrastructure:

Table: 5.2 Facilities or Infrastructures Available in the School

Facilities or Infrastructures		Response in Percentage (%)
Type of Building	Pucca House	50%
	Partial Pucca House	50%
	Kuccha House	0%
Drinking Water	Hand Pump	50%
	Well	0%
	Tap	25%
	Hand Pump & Tap	25%
Toilet Facility	Male	50%
	Female	50%
	Common	50%
Library Facility	Yes	75%
	No	25%
Free Textbook	On time distribution	100%
	Late distribution	0%
Mid-Day Meal	Regular	100%
	Irregular	0%
Electricity Connection	Yes	75%
	No	25%
Desk Bench in the Classrooms	Adequate	50%
	Inadequate	50%
Provide Free Uniform	Yes	100%
	No	0%

From the above table (5.2) it has been revealed that the basic facilities are almost satisfactory

in the sample schools. The study found that 50% schools have pucca house and 50% partial kutcha house i.e., no schools has purely kutcha houses. 50% schools use hand pump, 25% use tap and rest 25% use both tap and hand pump for their drinking water. It is also found that 50 schools has separate toilet for both boys and girls whereas 50% schools has common toilet for students. 75% respondent agreed they have library with minimum books availability where 25% school didn't have library facilities. 100% students responded that they free uniform and regular mid-day-meal and they also get free textbook from the school on time. In case of electricity connection 75% schools have it where 25% schools didn't have electricity connection. Though 75% schools have electricity connection but maximum time of the day they didn't avail this facility due to poor supply of electricity on the sample area. It is sad to express that 50% school didn't have the adequate desk-bench which is the basic requirement for classroom transaction.

5.4 Challenges of Implementation of RTE Act in the Char Areas of Lakhipur Educational Block:

As stated by the headmaster of the schools the implementation of the Right to Education (RTE) Act in the Char areas of Lakhipur Educational Block, Goalpara, is faced with several challenges. These challenges include:

- i. **Geographical Isolation:** The Char areas are geographically isolated riverine islands, making accessibility to educational infrastructure and services difficult.
- ii. **Inadequate Infrastructure:** There is a lack of proper school buildings, classrooms, furniture, and basic amenities in the Char areas, hindering the provision of quality education.
- iii. **Shortage of Qualified Teachers:** The Char areas often suffer from a shortage of trained and qualified teachers. This affects the quality of education and hampers effective implementation of the RTE Act.
- iv. **Low Enrollment and High Dropout Rates:** The Char areas experience low enrollment rates, and many children drop out of school due to various socio-economic factors such as poor transportation, poverty, child labor, and early marriages.
- v. **Lack of Awareness:** There is a lack of awareness among parents, caregivers, and community members about the provisions and benefits of the RTE Act, leading to underutilization of its provisions.
- vi. **Poverty and Economic Disadvantage:** The Char communities often face economic disadvantages, making it challenging for families to afford additional education-related expenses, such as relevant resources, pen, pencil, pocket money, and transportation. Above all this they have to help in the household work to support their parents.
- vii. **Cultural and Language Barriers:** Char areas may have diverse cultural and linguistic backgrounds, leading to challenges in delivering education that is inclusive and

sensitive to the needs of different communities.

- viii. **Vulnerability to Natural Disasters:** The Char areas are prone to frequent floods and erosion due to their proximity to rivers. These natural disasters can disrupt the regular functioning of schools, damage infrastructure, and displace communities, further hindering the implementation of the RTE Act.

Addressing these challenges requires focused interventions, such as improving infrastructure, recruiting and training qualified teachers, creating awareness campaigns, providing financial support to families in need, and implementing culturally sensitive and inclusive educational practices. To remove all these challenges the government stakeholder, need to be aware to proper implementation of RTE Act 2009 in the char areas of Lakhipur educational block.

6. SUGRESSION AND POLICY IMPLEMENTATION:

To remove all the challenges and incompetence's to implementation of Right to education Act 2009 here we need to follow some suggestive measures and proper policy implementation. These are discussed below-

- i. **Improve Infrastructure:** Allocate funds for the construction and renovation of school buildings, classrooms, and sanitary facilities in the Char areas. Ensure that schools have access to clean drinking water, electricity, and functional toilets.
- ii. **Enhance Teacher Availability and Quality:** Recruit and train more teachers, particularly those with expertise in teaching in remote and challenging environments. Provide incentives for teachers to work in the Char areas and offer professional development programs to enhance their skills.
- iii. **Increase Awareness and Parental Involvement:** Conduct awareness campaigns to educate parents and community members about the importance of education and the provisions of the RTE Act. Encourage parental involvement in school activities and establish mechanisms for regular communication between parents and teachers.
- iv. **Address Barriers to Enrollment and Retention:** Identify and address the socio-economic barriers that hinder enrollment and retention, such as poverty, child labor, early marriages, and gender disparities. Provide financial support, scholarships, and incentives to encourage families to send their children to school and ensure their continuous attendance.
- v. **Special Focus on Girls' Education:** Implement initiatives specifically targeting girls' education, including providing safe and supportive learning environments, addressing cultural and social barriers, and promoting gender equality in education.
- vi. **Strengthen Monitoring and Accountability:** Establish mechanisms to monitor the implementation of the RTE Act in the Char areas, including regular inspections of schools, assessment of learning outcomes, and feedback mechanisms for parents and students. Hold responsible authorities accountable for ensuring the effective

implementation of the Act.

- vii. **Provide Accessible and Inclusive Education:** Ensure that education in the Char areas is inclusive and caters to the needs of children with disabilities and those from marginalized communities. Provide necessary accommodations, resources, and support systems to enable their full participation in education.
- viii. **Collaborate with NGOs and Community-Based Organizations:** Partner with NGOs and community-based organizations to leverage their expertise, resources, and community networks for effective implementation of education programs in the Char areas. Encourage their active involvement in school management and support initiatives.
- ix. **Promote Vocational Training and Skill Development:** Introduce vocational training programs in the Char areas to equip students with practical skills and empower them for employment opportunities. Collaborate with local industries and businesses to provide internships and apprenticeships for students.
- x. **Continuous Evaluation and Policy Improvement:** Conduct regular evaluations and assessments of the implementation of policies and programs related to the RTE Act in the Char areas. Use the findings to identify gaps and make necessary adjustments to improve the effectiveness and impact of education initiatives.

By implementing these suggestions and policies, the implementation of the Right to Education Act can be strengthened in the Char areas of Lakhipur Educational Block, ensuring that all children have equal access to quality education and enabling their overall development and empowerment.

7. CONCLUSION:

The implementation of the Right to Education Act 2009 in the Char areas of Lakhipur Educational Block faces significant challenges due to their remote and marginalized nature. However, through targeted policies and interventions, such as improving infrastructure, enhancing teacher quality, increasing awareness and parental involvement, addressing enrollment barriers, promoting inclusive education, and strengthening monitoring and accountability mechanisms, it is possible to overcome these obstacles. Collaboration with NGOs, community-based organizations, and local industries is crucial for comprehensive implementation. By implementing these strategies, the Char areas can witness improvements in educational opportunities, empowerment, and overall development for the children living in these marginalized communities. It is essential to prioritize education and ensure that every child has access to quality education, contributing to the growth and progress of the community and the nation as a whole.

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