



## Right to Education & Role of Teacher Education

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### Abstract

*Right to information” is playing vital role In today’s India. Due to “Sarv Shisha Abhiyan” enough awareness has been created in common people. But still it will be courageous to say that every person has realized the importance of education. The reason behind it, is the mixed response to SSA. In our opinion Right to education is the remedy for the same. Secondly, how and by whom this awareness could be created? The answer is ‘the teacher’. With the different strategies teacher can make people aware of the importance of the education. Government has been conducting several workshops and training programs in ‘in service’ training sessions. there is a great need to have certain programs or topics In pre service teacher training program. In teacher’s training there are two programs available in India. Those are D.T.Ed and B.Ed. M.Ed is essential qualification for the teacher’s trainer. Hence it becomes essential for the students who aspire to become teachers and teacher’ trainer to get sound knowledge of ‘Right to Education’. Purpose of this paper is to focus the aspects of **right to education** & what can we do to serve the objectives of **right to education** through the teacher training program.*

### Introduction:

RIGHT TO EDUCATION IS RIGHT TO WRITE OWN DESTINY TO EVERY CHILD OF INDIA.

"The entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge."

This is ideal picture of society & qualitative education is basic condition to expand every person’s capability, attitudes and knowledge. In India 69 Million Children are still out of school;

more than 700 million can't read. We work to change these numbers by holding governments to account. Provides for free and compulsory education to all children of the age of six to fourteen years The Right of children to Free and Compulsory Education Act came into force from April 1, 2010. This is a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. RTE has been a part of the directive principles of the State Policy under Article 45 of the Constitution, which is part of Chapter 4 of the Constitution. And rights in Chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the area of his/her neighborhood. Any cost that prevents a child from accessing school will be borne by the State which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling. No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to take an admission test. Children with disabilities will also be educated in the mainstream schools.

The **right to education** is a universal entitlement to education, a right that is recognized as a human right. According to the International Covenant on Economic, Social and Cultural Rights the right to education includes the right to free, compulsory primary education for all,(age 6 to 14) an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve quality of education. The 4 As framework for execution of right to education: purpose of four A to make education **available, accessible, acceptable and adaptable**.

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- Availability – funded by governments, education is universal, free and compulsory. There should be proper infrastructure and facilities in place with adequate books and materials for students. Buildings should meet both safety and sanitation standards, such as having clean drinking water. Active recruitment, proper training and appropriate retention methods should ensure that enough qualified staff is available at each school.
- Accessibility – all children should have equal access to school services regardless of gender, race, religion, ethnicity or socio-economic status. Efforts should be made to ensure the inclusion of marginalized groups including children of refugees, the homeless or those with disabilities. There should be no forms of segregation or denial of access to any students. This includes ensuring that proper laws are in place against any child labour or exploitation to prevent children from obtaining primary or secondary education. Schools must be within a reasonable distance for children within the community, otherwise transportation should be provided to students, particularly those that might live in rural areas, to ensure ways to school are safe and convenient. Education should be affordable to all, with textbooks, supplies and uniforms provided to students at no additional costs.
- Acceptability – the quality of education provided should be free of discrimination, relevant and culturally appropriate for all students. Students should not be expected to conform to any specific religious or ideological views. Methods of teaching should be objective and unbiased and material available should reflect a wide array of ideas and beliefs. Health and safety should be emphasized within schools including the elimination of any forms of corporal punishment. Professionalism of staff and teachers should be maintained.
- Adaptability – educational programs should be flexible and able to adjust according to societal changes and the needs of the community. Observance of religious or cultural holidays should be respected by schools in order to accommodate students, along with providing adequate care to those students with disabilities.

All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the

tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an Academic Authority. Teachers in all schools will have to subscribe to these norms within 5 years. The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right. A special Division within NCPCR will undertake this huge and important task in the coming months and years. A special toll free helpline to register complaints will be set up by NCPCR for this purpose. NCPCR welcomes the formal notification of this Act and looks forward to playing an active role in ensuring its successful implementation. NCPCR also invites all civil society groups, students, teachers, administrators, artists, writers, government personnel, legislators, members of the judiciary and all other stakeholders to join hands and work together to build a movement to ensure that every child of this country is in school and enabled to get at least 8 years of quality education.

**Objective of study:**

1. To focus the teacher training program in view of Right to education.
2. To suggest a structure for awareness of Right to education through teacher training program.

**Role of teacher training program:**

**General objectives of the B. Ed. course:**

1. To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
2. To promote social cohesion, international understanding and protection of human rights and rights of the child.

As per objectives of B.Ed. course there is one elective subject included in revised B.Ed syllabus to focus human rights & rights to **Education & Human Right**.

But there is no any guideline about syllabus mentioned in syllabus book. In academic year 2013-14 syllabus for B.Ed. Course may be change as well as evaluation system becomes a choice based credit system. As per the change the need is felt for the framework for Right to Education.

Here writers gave the framework for the mentioned course. The details are as follows...

Course Name: Human Right Education    Credit: 2

Duration: 3 months

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Course work:

<b>Module</b>	<b>Duration</b>	<b>Evaluation</b>
<b>Module 1</b>	<b>1 Month</b>	
1.1 Understanding the right to education (I), meaning, nature and scope.	1 Week	Seminar & discussion on the topic
1.2 Understanding right to education (II): legal obligation vs. political Commitments.	1 Week	report submission & presentation
1.3 Study the responsibility of states, international community (Functions of UN, UNESCO, NCPCR), NGO's	1 Week	report submission & presentation
1.4 study of different issues : fees, compulsory nature, teachers training; groups: women and girls and Minorities.	1 Week	Seminar & discussion on the topic
1.5 examine right to education; law and policy assessment; Budget analysis.	1 Week	report submission & Viva voice
<b>Module 2</b>	<b>1 Month</b>	
2.1 Developing strategies for the realization of right to education, judicial review and strategic litigation,	1 week	Library work & report submission

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lobbying and mobilization of independent experts and bodies		
2.2 Social barriers in right to education& remedies	1 week	Survey & Discussion
2.3 Cultural barriers & remedies	1 week	Seminar & Discussion
2.4 Economical barriers& remedies	1 week	Essay Writing & viva
<b>Module 3</b>	<b>1 Month</b>	
3.1 Role of pre service training Programs in right to education.	1 week	Tutorial
3.2Role of in service training Programs in right to education.	1 week	Tutorial
3.3 community-based education and awareness	1 week	Survey & activities for awareness
3.4Practical work -selecting Current issue & finding out the solution.	1 week	report submission & Viva voice

**Conclusion:**

Today's world is witnessing the radical changes in all the walks of life and so the India. Especially in post independence era Indian education system has been witnessing the radical changes. Mudliar commission, Kothari commission, National education policy etc. have understood the importance of universalisation of the education in India. Consequently we had several programs like SSA, NLP, Adult education program and now Right to education. We got

sweet and bitter fruits of the same. But when we say that India is emerging power in the world, it becomes essential to provide education to each and every child in India. In order to achieve this goal we, as a teacher trainer can play vital role by creating such a teacher, who is aware of the task ahead. University of Pune has put a positive step towards the right to education by including a separate paper in the syllabus. But have not given the detailed syllabus and the framework. This could be described as a bird without sky.

So the need of the framework of this subject was felt by the writers. The modules, included in the framework provide different aspects of Right to education & Human Rights to the student teachers. It will also give the précised guidelines for post training programs. There are certain modules in the framework which provide the action plan for the teachers. These modules can be a part of in service training programs which are arranged by SCERT, NCERT and DIET for the teachers. A symposium, panel discussion, strategy building seminars can be arranged during the in service program.

RIGHT TO EDUCATION IS THE KEY WHICH WILL OPEN THE DOORS OF OPPRTUNITIES FOR TOMORROW'S INDIA.

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