

# RTE ACT 2009: EDUCATIONAL IMPLICATIONS FOR TEACHER EDUCATION

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Abstract:

An eminent act of parliament received the assent of the President on the 26<sup>th</sup> August 2009, hereby publishes the general information regarding the Right of Children to Free and Compulsory Education Act, 2009. The RTE act contains seven chapters which almost covers all the areas to be considered for elementary education. Herewith, discussing the main features of RTE Act 2009, and its educational implications.

INTRODUCTION:

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, constitutes that every child has a right to full time free and compulsory elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

RTE Act came into action on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

Education in the India is a concurrent issue which can be acted with the help of both state and central. The act lays down the specific responsibilities for the central, state and local bodies for implementation.

NCTE i.e National Council for Teacher Education has been aware about the fact that Right to Education Act 2009, has immense futuristic elevations on the nature of issues in Teacher Education.

Thereafter, NCERT brought about National Curriculum Framework,2005 and RTE act 2009, enshrined the thinking in NCERT towards revisiting teacher education.

- The Central government shall develop and recommend the basic standards and norms for training of the teachers.
- State should make provisions related to the act in terms of policy, finance and implementation.
- The NCTE should incorporate the required changes in the RTE Act.
- The in-service teachers not having the prescribed qualifications are required to fulfil their minimum qualification for their teaching profession within a stipulated period.
- Further steps must be taken by the government to ensure the pupil-teacher ratio specified in the schedule.
- Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.
- People possessing minimum qualifications, as prescribed by an academic authority authorised by central government, shall be eligible to be employed as teachers.
- For any kind of barrier/obstacle if arise in implementation of RTE policy, the concerned authority should refer to the last chapter “miscellaneous” for the justice.

#### References:

- The Gazette of India, Extraordinary, Ministry of Law and Justice
- [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/RTE\\_Children.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Children.pdf)
- <http://www.rteforumindia.org>