

# Right of Education in NEP

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## Abstract

The Right of Children to Free and Compulsory Education Act, 2009, popularly known as the Right Education Act (RTE Act), is a Central legislation that details the aspects of the right of children six to fourteen years to free and compulsory elementary education (Classes I to VIII). This is Fundamental Right under India's Constitution (Article 21A). The Right to Education act has laid a comprehensive standard to be maintained by schools and authorities for creating a conducive environment for learning. However, we constantly hear reports regarding malpractices and of the RTE act. The right to education has got considerable recognition in the mairies implementation national arena. The Indian Constitutional has enacted a stator include as well as aster fundamental right. Moreover, the Parliament has enacted statute to re implementation of the said right. This is a humble attempt to evaluate the right to education children in India as available to them now and the changes that may come across in the near future

**Keywords:** Education, Children, Right, Basic Provisions

## Introduction

The Article 45 of the Constitution of India states, "The State shall endeavour to provide within a period of ten years from the commencement of the Constitution, for free an compulsory education for all children until they complete the age of fourteen years Consequently education is included in the Directive Principles of State Policy and not in the section on fundamental rights. However, education remained a neglected area of state policy with universalization of elementary education continuing to be a distant goal. Efforts from educationists, academics and civil society groups that focused on a rights based approa finally yielded results in 2002, when the 86th Constitutional Amendment was passed by Parliament and Article 21A, which makes right to education a fundamental right wa included in the Constitution. In doing so, it put the Right to Education on par with the Righ to Life stated in Article 21. Article 21 A states: "the state shall provide free and compulso education to all children of the age of 6 to 14 years as the state may, by law determine red passed in Parliament on August 27, 2009, notified on February 16, 2010 to come into effed from April 1, 2010. This Act may be called the Right of Children to Free and Compulsory Passed in from this a Right to free and covers as byla determined Education Act (RTE) 2009. The RTE Act also aims at reaching to the unreached and disadvantaged groups with providing specific provision of Free and Compulsory Education though admitted, could not complete his or her education, then, he or she shall be admitted in for every child who is above six years a class appropriate to his or her age.

**curriculums outlined in the National Education Policy (NEP) 2020:****School Education Curriculum:**

1. Foundational Stage (Age 3-8): Focus on play-based learning, literacy, numeracy, and social-emotional learning.
2. Preparatory Stage (Age 8-11): Build on foundational skills, introducing subjects like languages, mathematics, science, and social sciences.
3. Middle Stage (Age 11-14): Emphasize critical thinking, problem-solving, and interdisciplinary learning.
4. Secondary Stage (Age 14-18): Focus on specialization, with a range of subjects and elective courses.

**Higher Education Curriculum:**

1. Undergraduate Education: Focus on interdisciplinary learning, critical thinking, and problem-solving.
2. Postgraduate Education: Emphasize specialization, research, and innovation.
3. Doctoral Education: Focus on original research, academic rigor, and contribution to knowledge.

**Vocational Education Curriculum:**

1. Integration with School Education: Introduce vocational skills from an early age.
2. Focus on Emerging Technologies: Emphasize skills in emerging areas like AI, robotics, and data science.
3. Industry Partnerships: Foster collaborations with industry partners for training and skill development.

**Teacher Education Curriculum:**

1. Integrated Teacher Education: Combine teacher education with subject-specific knowledge.
2. Focus on Pedagogy: Emphasize effective teaching methods, classroom management, and assessment techniques.
3. Continuous Professional Development: Provide opportunities for teachers to update their skills and knowledge.

**some articles related to NEP 2020:**

1. "National Education Policy 2020: A New Paradigm for Indian Education" by Ministry of Education, Government of India.
2. "NEP 2020: A Critical Analysis" by The Indian Express.
3. "National Education Policy 2020: A Game-Changer for Indian Education" by The Economic Times.
4. "NEP 2020: A New Era for Indian Education" by The Hindu.
5. "National Education Policy 2020: Challenges and Opportunities" by The Times of India.

New Education Policy (NEP) 2024-25 is a comprehensive reform aimed at transforming India's education system. The policy focuses on critical thinking, holistic development, and global perspectives <sup>1</sup>.

**Key Highlights:**

- **5+3+3+4 Structure:** A revamped educational framework that includes 5 years of foundational learning, 3 years of preparatory learning, 3 years of middle school, and 4 years of secondary school.
- **Multiple Entry and Exit Points:** Higher education institutions will offer multiple entry and exit points, allowing students to choose their own learning paths.
- **Emphasis on Vocational Education:** Vocational education will be integrated into mainstream education, with students having the option to take vocational courses from Class 6 onwards.
- **Promoting Digital Literacy:** The policy emphasizes the use of technology in education, with a focus on developing digital literacy skills among students.

- **Inclusive Education:** The policy aims to promote inclusive education, with a focus on providing quality education to all students, regardless of their socio-economic background.

### **Implementation:**

The NEP 2024-25 is expected to be implemented in phases, with the government aiming to achieve 100% Gross Enrolment Ratio (GER) in school education by 2030. The policy also aims to increase the GER in higher education to 50% by 2035<sup>1</sup>. National Education Policy (NEP) is a comprehensive framework for education in India, formulated by the Ministry of Education, Government of India. The NEP aims to transform India's education system, making it more inclusive, equitable, and holistic.

### **Key Objectives:**

1. **Universalization of Education:** Ensure that all students have access to quality education, regardless of their socio-economic background.
2. **Improving Quality:** Enhance the quality of education, focusing on critical thinking, problem-solving, and creativity.
3. **Promoting Inclusivity:** Foster an inclusive education system, catering to the diverse needs of students, including those with disabilities.
4. **Encouraging Innovation:** Promote innovation and entrepreneurship in education, leveraging technology and digital resources.

### **Salient Features:**

1. **5+3+3+4 Structure:** A new educational framework, comprising 5 years of foundational learning, 3 years of preparatory learning, 3 years of middle school, and 4 years of secondary school.
2. **Multiple Entry and Exit Points:** Higher education institutions will offer multiple entry and exit points, allowing students to choose their own learning paths.
3. **Emphasis on Vocational Education:** Vocational education will be integrated into mainstream education, with students having the option to take vocational courses from Class 6 onwards.
4. **Promoting Digital Literacy:** The policy emphasizes the use of technology in education, with a focus on developing digital literacy skills among students.

### **some key aspects of teacher training and curriculum development:**

#### **Teacher Training**

1. **Professional Development:** Ongoing training and support for teachers to enhance their skills and knowledge.
2. **Pedagogy:** Training in effective teaching methods, including lesson planning, classroom management, and assessment techniques.
3. **Subject Matter Expertise:** Training in specific subjects or disciplines to ensure teachers have a deep understanding of the material they teach.
4. **Technology Integration:** Training on using technology to enhance teaching and learning.
5. **Inclusive Education:** Training on teaching diverse learners, including students with disabilities and English language learners.

#### **Curriculum Development**

1. **Learning Objectives:** Clearly defining what students should know and be able to do.
2. **Content Standards:** Establishing standards for what students should learn in each subject area.
3. **Assessment:** Developing assessments to measure student learning and understanding.

4. Instructional Strategies: Identifying effective instructional strategies to support student learning.
5. Integration with Other Subjects: Ensuring that the curriculum is integrated with other subjects to provide a cohesive learning experience.

### **Models of Curriculum Development**

1. ADDIE Model: A systematic approach to curriculum development, including analysis, design, development, implementation, and evaluation.
2. Bloom's Taxonomy: A framework for categorizing learning objectives into six levels: remembering, understanding, applying, analysing, evaluating, and creating.
3. Understanding by Design (Ubed): A framework for designing curriculum that focuses on teaching for understanding and transfer.

### **Benefits of Effective Teacher Training and Curriculum Development**

1. Improved Student Learning: Effective teacher training and curriculum development can lead to improved student learning outcomes.
2. Increased Teacher Confidence: Ongoing training and support can increase teacher confidence and job satisfaction.
3. Better Preparation for Assessments: A well-designed curriculum can help prepare students for assessments and evaluations.
4. Enhanced Teacher Collaboration: Effective curriculum development can foster collaboration among teachers and promote a sense of community.
5. Increased Parental Engagement: A clear and well-communicated curriculum can increase parental.
6. Improved Learning Outcomes: The NEP aims to enhance the quality of education, leading to better learning outcomes.
7. Increased Accessibility: The policy promotes inclusivity, ensuring that all students have access to quality education.
8. Enhanced Employability: The NEP's emphasis on vocational education and digital literacy will enhance the employability of students.
9. Fostering Innovation: The policy encourages innovation and entrepreneurship in education, leading to a more vibrant and dynamic education ecosystem.

### **Preparing Teachers for the New Thrusts**

In the light of the new thrusts, which the Committee is proposing for the e system, the teacher training would have to be totally revamped with a view to teacher with the following attributes:

- a. Empathy and a social perception of the need profiles of children from d educationally backward sections of society.
- b. Understanding of the status of women in society and the need to itt gender perspective in all dimensions.
- c. Capability of imparting education in all aspects of cognitive and af domains, as well as psychomotor skills.
- d. Aptitude for innovative and creative work.
- e. Perception of the interventionist role of education in a stratified socie the ability to give operational meaning to this role.
- f. Preparedness for vocationalist of entire educational process and for integration of work in academic learning.

- g. Ability in special areas, such as pre-school education, education im handicapped children, continuous and comprehensive evaluation and activity learning, scientific methods of acquiring knowledge etc.

### **Policy Framework for Education**

(A) Reaching out to the un-served habitations and those sections of children, who pol, so far, responded to schooling by organizing Para-schools. Linking up with Early Childhood Care and Education and adopting its play and activity-based approach into the primary school. Everal social and cultural activities of the village, besides becoming a centre, through eh developmental and social welfare becomes a nucleus service may be made available to the village. for ornament, through introduction of singing, drawing, clay modelling, folklore and folk in the classroom. Developing content on the basis of the minimum levels of learning. Community improvement, by communicating the expected learning outcomes ederstand what their children have gained from the school could feetmey. Capability to guide vocationalization of entire elementary education. Understanding of how to integrate different subjects into an organized whole.

### **Internship Model of Teachers Training**

The internship model is firmly based on the primary value of actual field experience realistic situation, on the development of teaching skills by practice over a period aime, on supervised teaching under the guidance of more experienced and skilled rsons, on role modeling, as a time tested pedagogical principle. It is inductive because espects to draw theoretical insight after exposure to a range of personal experiences observations. A deductive model first gives i in basic principle to real life Tion later on. To make a success of the internship model of training, the following conditions are red:

- a. Realistic field situation for teachers.
- b. Long duration.
- c. Supervised teaching in the field.
- d. idi Good role models.
- e. Trainers, who are themselves skilled and effective teachers

The new National Council for Teacher Education syllabus for B.Ed. course should circulated to all Teacher Training Institutions and State/Union Territory Governments detailed comments, before the matter is finished. The Committee considered the egrated model of teacher education, which has been practiced by the four Regional. A sensitive understanding of her/his role in a decentralized and partic mode of educational management. The new thrusts towards Universalization of Elementary Education : require the teacher of the elementary stage to be trained in the following com methods and skills. Non-formalization of the school, which would involve introduction o cantered approach, upgraded classroom, disaggregated and continuous evaluat a sensitive understanding of child's behavior.

### **Conclusion**

Ten years since the implementation of RTE Act, Hit can be seen that it still has a long way to go to be balled successful in its purpose. Even though progress has been made on most of the fronts, there have been many Lenges that have worked to negatively affect it. RTE Act has not been up to the mark compared to the promises which held. The government needs to play a greater role by creating the atmosphere and providing monetary support so that drastic measures can be taken for improvement of child education, and accordingly, create a better future for the individuals as well as the nation as a whole.

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