

**A Study of the Gram Panchayat Role in Implementing
Uttar Pradesh RTE Rules 2011 in
District Gautam Budh Nagar**

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Abstract

Instigating from the statement that education is domineering for everyone. In the recent past, the Government of Uttar Pradesh legislated the Right of Children to Free and Compulsory Education Rules, 2011 in the direction to secure access to education at Elementary Level. Albeit that is only half of the story. None of the policy of the nation or state can ascertain the fruitful outcomes without an active involvement of the resultant countries or states. Thus, the participation of country or state in delivering quality education is indispensable, although capricious. This paper is attempting to explore the current position of applicability of “The Right of Children to Free and Compulsory Education Rules – 2011” in District Gautam Budh Nagar. The outcome of the study reveals that after implementing the said rules political and social economic status has changed and enrollment ratio has been improved.

Keywords: Panchayati Raj Institutions, Education Rules, Elementary Education, Gram Panchayat

Introduction

The term ‘Panchayat Raj’ means governance of a village council. Etymologically, both the words “Panchayat” and “Raj” are derived from the Hindi language where “Panchayat” signifies an assembly comprising of five members and the term “Raj” means the reign or regime or rule or governance. Fundamentally, the Panchayati Raj is a decentralized form of democracy where each village is in control of its matters.

The earliest reference to the village is found in Rig-Veda. The village was governed by an assembly which in the Rig-Veda was known as “Sabha.” It was this assembly which managed the affairs of the village and took a collective decision. These types of reference of village organizations are also found in the greatest epic of ancient time the Ramayana and the Mahabharata. The head of the village elected by all the villagers was known as the “Gramini” or “Grampal.” His main work was to collect revenue and establish peace and harmony within the village.

During the last phase of Indian independence, Gandhiji stated that “Indian Independence must begin at the bottom and every Indian village must be made a republic having powers and authorities to run their affairs.” Therefore, the Gandhiji’s dream was interpreted into reality and incorporated into Article 40 of the Directive Principles of the State Policies (DPSP) of the Indian Constitution, 1949. The section 40 states that “The State shall take steps to organize village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government” thus, several state governments adopted it during the 1950s and 60s. The acts were passed to establish Panchayats in various states. In Uttar Pradesh, the Union Provincial Panchayati Raj Act was passed on December 7, 1947, and 35,000 Panchayats started functioning successfully by August 15, 1949. In the year of 1955, the second general election for panchayats was conducted and the total strength of village panchayat at that time was 72,425. Considering Panchayat as the core unit of local self-government the 72nd Constitutional Amendment presented in the Lok Sabha in 1992 and passed in the same year. The 72nd Amendments Act was implemented on April 24, 1993, to the whole of India.

Educational Scenario:

The government of India passed RTE in 2009 to ensure universal access to free and compulsory education for all children aged six to fourteen years across the nation. So far, we evaluate the effectiveness of RTE methods and systems we need to analyze the RTE Rules itself. This article will list out the different obligations carried out by those authorities through whom the provisions of the Rules to be implemented. It will go on to analyze very explicitly and critically “The Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011” for its appropriate implementation. Furthermore, the paper will conclude with certain considerations on what more needs to be done to elaborate the unanswered questions on various stakeholders with greater precision.

In spite of the constitutional provisions and efforts made by the government, the educational status of Indian masses after 64 years of independence continues to be defined as backward. Although total literacy rate in India has gone up from 16% in 1941 to 74.04% in 2011, the gap across regions, castes, social groups and gender in

terms of literacy attainment has also widened. In such a scenario, ensuring free and quality education (as per article 45, recent constitutional Amendment Bill 2001 and the Right of Children to Free and Compulsory Education Rules-2011) to all children till the age of 14 years is still in question. It won't be wrong to say that access to quality education, various tools and the world of knowledge is still in the vague and great barrier for rural areas in particular.

History of Panchayati Raj in India

In the year 1920, Mahatma Gandhi appealed for the establishment of local self-government in the villages with the aim of economic development of the villages. He had opined that "Independence must begin at the bottom and every village should be a republic." Although, later on, Article 40 of the Indian Constitution of 1950 declared that "The State shall take steps to organize Village Panchayats and to endow them with such powers and authorities as may be necessary to enable them to function as units of Self-government."

Pre-Independence Account

- ❖ Mayo's resolution of 1870
- ❖ Ripon's resolution of 1882
- ❖ Royal commission on decentralization (1908)
- ❖ Montague-Chelmsford reforms (1919)

Post Independence Account

- ❖ The Balwant Rai Mehta Committee (1957)
- ❖ Ashok Mehta Committee (1977)
- ❖ G.V.K. Rao Committee (1985)
- ❖ L.M.Singhvi Committee (1986)
- ❖ The Constitutional Amendment Act, 1992

Rationale of the Study

The objective of this study was to examine the role of Gram Panchayat in implementing the Right of Children to Free and Compulsory Education Rules-2011 in the field of Elementary

Education. As per Census of India 2011, the average literacy rate of district Gautam Budh Nagar is 82.20%, about 12.5 percentage points more than the state average (69.70%) and 8.16 percentage points more than the national average (74.04%).

Nonetheless, the literacy rate is not uniform across gender and rural-urban areas both in the state and the district. Gautam Budh Nagar is to be known as the hub of education in western Uttar Pradesh specifically, Greater Noida. But there are still 67 villages where the facility of primary schooling and elementary education is not available or not accessible.

Objective of the Study

1. To identify problems in implementing UP (Uttar Pradesh) RTE Rules-2011 in District GB Nagar.
2. To give suggestions for the better implementation of UP RTE Rules-2011 in District GB Nagar.

Methodology

In accordance with objective and the hypothesis of the study, a systematic research design was framed. The necessitated data for the study was obtained through primary and secondary sources. Research tools such as interview schedule and participant observation were used. The Secondary sources consist of official records of Gram Panchayat in District GB Nagar. The separate Interview schedule was used for collection of information from Gram Panchayat members, Scheduled Caste and Other Backward Classes people who have taken assistance and other benefits under the jurisdiction of Gram Panchayat. Respondents were interviewed at their respective residences.

Findings

Data collected through interview and observation reveals that there are critical complications in implementing Uttar Pradesh RTE Rules-2011 in District Gautam Budh Nagar, which are completely overlooked by the state government of Uttar Pradesh and central government as well.

The very first reason for the unsuccessful implementation of Uttar Pradesh RTE Rules-2011 is that there were seventy villages taken into the study and out of them there were only nine village heads who accomplished graduation and four village heads who achieved inter school. Thirteen village heads accomplished primary school, twenty-three village heads accomplished high school, thirteen village heads accomplished middle school, and eight village heads were just literate. Fifty-one village heads out of seventy village heads were aged 40 and above which indicates that 49 village heads comprising having a primary school, high school and middle school, accomplished their education almost 20 years ago. Which is a clear indication of unawareness of the Act amongst local government authority (Village head, Village Panchayat member, and villagers)? When village head and village Panchayat member was interviewed, they told the researcher that there are no provisions for proper training for us from the government. The result shows that

Village Pradhans were entirely null about the rules although they were aware of the School Management Committee and its meetings. Almost all the Pradhans did not have records of all children from 6-14 years of age.

Available data show that Panchayats are not really clear about the functions that they are expected to perform. The primary reason for ambiguity for this was that the majority of the Panchayats had not received any official communication from the respective state governments regarding the Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011 (Rules). Moreover, the understanding of Panchayats elected members was that they were only required to verify the assets. They were not sure whether they have the power to supervise school related functions to fulfill their responsibility periodically. On the positive side, there are cases where Panchayats have done well in the matter of infrastructural development of the school. The researcher also observed that these comprised the traditional functional performed by Panchayats. Most gram Panchayats were primarily looking after provision of drinking water, and road links to the school. The maintenance of village school was secondary in the viewpoint of Village Pradhans.

Suggestions

1. SMCs needs to be organized through elections and giving legally accurate representation to females and socially left out groups.
2. Self-ruled constitution of the SMCs with gender equity and equal representation of excluded groups should be made an accountability of the Head Teacher, which shall regularly be monitored.
3. PRIs has to deepen the process of base planning through building SMC capacity to prepared School Development Plans.
4. Efforts should be made to train teachers at the Block and District level need to be prioritized to ensure that teachers hired come from the same cultural milieu as their students.
5. Provisions of 25% quota in private schools shall be enforced properly as an abysmal track record had been observed in its implementation.

Conclusion

The UP Rights of Children to Free and Compulsory Education Rules, 20 had impacted the social and political affairs of the people of sampled district. In the education front of the Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011 (Rules) have created an improvement in educational position of the selected area, as a result of implementation of Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011 (Rules) large number of enrollment has been recorded in the Bisrakh Block of district Gautam Budh Nagar, but the quality of education has been very low. Approximately 67% of children are

enrolled in private school as quality, and other amenities have been very poor in the public school, stated the parents of the children.

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