

## THE ACCESSIBILITY OF FREE AND COMPULSORY EDUCATION BY PRIVATE INSTITUTIONS IN TAMILNADU

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### **Abstract**

This paper aim is to study about the Right to free and compulsory education in private institutions with the reference to the 25% reservation quota of free and compulsory education. Education in the Indian constitution is concurrent issue the act lays down specific responsibilities for the centre state and legislative the results showed that in male and female adults, whether they are residents of rural or urban area the awareness about Right to Education was low. Results of the present study pointed towards the fulfillment and unfulfilment of RTE of various objectives of Right to Education. Subsequently it might be proposed that the mindful individuals must work for making mindfulness about Right to instruction. Mindfulness programs like Lectures, Awareness camps, Seminars,etc.

**Keywords :**RTE, free and compulsory education, legislative,25% quota, education

### **Introduction**

Till the nineteenth century, instruction in India was a selective right accessible just to a little area of society. Under British manage, regardless of necessary training laws, very little advance was made toward this path. Post-independence , Article 45 of the recently confined Constitution expressed that "the State might attempt to give inside a time of 10 years from the initiation of the Constitution, free and obligatory instruction to all kids until the point when they finish the age of 14 years(Zachariah Mathew). However the state has added provisions

for allotment of free seats to children in name of free and compulsory education. At some private institution's students may be able to get a scholarship, lowering this tuition fee, dependent on a student's talents or abilities (Arrese Igor and Igor). In its landmark judgment on April 12, 2012, the Supreme Court upheld the Constitutional validity of the Right to Free and Compulsory Education (RTE) Act, 2009, which mandates a minimum of 25% free seats for youngsters having a place with weaker segments and hindered gatherings (EWS) in all private unaided elementary schools. Specifically, Section 12 (1)(c) of the RTE Act stipulates that the 25% reservation be executed while conceding understudies to Class 1.1 Given the notability of such arrangements, more profound scrutiny is required on their nuances and the manner in which they are to be implemented: Private schools must in a quarter of their class strength from weaker sections and disadvantaged groups sponsored by the government (Dr. Raj Yadav, 2012) With a view to better comprehend the procedure of execution of Section 12 of the Act, this short depicts the significant arrangements of the Act and Rules of the PAISA states, namely: Andhra Pradesh (AP), Bihar, Himachal Pradesh (HP), Madhya Pradesh (MP), Maharashtra and Rajasthan. In doing so, it provides an overview of the differences across states, highlighting the strengths and weaknesses of the state-wise provisions regarding implementation of the 25% reservation. The paper aims to study about the need of free and compulsory education, to analysis of awareness of RTE, to analysis the failure of RTE.

### **Materials and Method**

The problem the usage, awareness, and failure of RTE can only be studied by questioning among the general public. For this purpose an empirical study is used to collect data. The process of data collection is done manually by the sampling in random. The population size of approximately 12 million students in Tamil Nadu whose parents are taken, the sampling size is limited to 300 people.

The reason for usage of empirical study is to gain primary data as the data needed is not readily available. The reason for limitation on the population size to 300 people is because of the time constraints on the paper.

### **Result**

Gender male 59%, female 41%. Age group 20-25 15%, 25-35 48%, 35-40 13%, 40+ 24%. Are you a parent yes 100%. How many children do you have 1 35%, 2 41%, 3+ 24%. Are you aware of the RTE-Act Yes 73%, No 27%

Have you used or still using any provisions of RTE Yes 36%, No 64%. The view on RTE positive 43%, negative 57%. Have you read the RTE act Yes 54%, No 46%. The view on free and compulsory education good 100%, bad 0%. Is there a need for free and compulsory education Yes 100%, No 0%. Are you aware that till the age of 14 education is compulsory Yes 100%, No 0%. Is the quality of education provided good or bad under RTE good 56%, bad 24%. Standard 20%. Are you aware of the 25% quota of free seats Yes 79%, No 21%. Are you or anyone you know using the 25% quota Yes 51%, No 49%. Have you attended any program related to RTE Yes 30%, No 70%. Does child rights include education Yes 100%, No 0%

Do you have the knowledge of the State Commission for Protection of Child Rights Yes 50%, No 50%. Do you know about the mid day meal provided by the school to children Yes 38%, No 62%. Do you have knowledge of National commission for Protection of child's right (NCPCR) Yes 39%, No 61%. Do you feel the government should increase awareness of RTE and other provisions for child rights Yes 80% , No 20%

### **Discussion**

The study was mostly answered by male between the Age group of 25-35, who are parents of 1 to 2 children. These parents are aware of the RTE-Act. They are using provisions of RTE. They have a negative view on RTE and have read the RTE act. Their view on free and compulsory education is good and they believe that there is a need for free and compulsory education. They are also aware that till the age of 14 education is compulsory. They believe that the quality of education provided is good. They are aware of the 25% quota of free seats that are provided by the RTE and they or someone they know are using the 25% quota. They have not attended any program related to RTE and they know child rights include education. However they don't have the sufficient knowledge of the State Commission for Protection of Child Rights but they know about the mid day meal provided by the school to children. They also don't have knowledge of National commission for Protection of child's right (NCPCR). They feel that the government should increase awareness of RTE and other provisions for child rights.

There is a strengths taken that school confirmation strategies all finished india must accord to RTE act 25% are apportioned for weaker areas in all classification however private establishments gives just 20 5 of seats to the weaker segments that is likewise in light of position and religion . Private organizations are additionally perceived under this demonstration the RTE demonstration requires studies that will screen all area schools so that there will be appropriate confirmation strategies to all schools ( Saroj Vayas, 2011) An advisory group must be setup to guarantee the assets designated to the schools with the expectation of complimentary instruction the board of trustees must be legitimately guided by the authorities so they work appropriately (Soumik chakaravathy , 2014)

The factor that have affected the study are that the study has reached only a percentage of people leaving in tamilnadu and not all around the the whole nation of india. The factor of time constant on this paper also has affected this study as the study reach could not be extended to multiple people even in the state of tamil nadu. The study also suffers as it was not fully able to reach all types of economic groups relation to the better results of the study.

While All non-public schools need to concede 25% kids from weaker segments and distraught gatherings from their neighborhood with the expectation of complimentary instruction numerous are not yet doing as such this isn't yet unraveled. different investigations have gotten their information from different states this issue is just eminent in it.Private supported schools are additionally not demonstrating appropriate records of it conceding kids distraught financial foundations in the extent of help they get from the administration this can be and ought to be examined by definite examination.

### **Conclusion**

while inter-state differences are desired and expected with regard to the failure of implementation of the RTE Act to suit the local context, there are particularly in aspects such of RTE such as the description of children's entitlements and the policies against discrimination which would be effective. However, the presents a point of concern. In order for the Act to be implemented in its true spirit, at the national level, greater detail of awareness and policy making is required in the guidelines, on the roles and responsibilities of the officials. It is also important for members of civil society to put pressure and make demands for the proper guidelines describing their implementation of the RTE.

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