

To Take Steps for Providing Free, Compulsory and Quality Education for the Children

Pradipta Nayak

After 86th amendment of our constitution right to free and compulsory education from the age group six to fourteen, has guaranteed in Art 21 (A) in 2002. Unfortunately National Govt. could not be taken any steps to make a law on it till date. There was information that “Right to Education Bill” will be introduced in Parliament in 2005 and make Primary and Secondary education fundamental right. It is pitiable that the bill was placed in “Rajya Sabha” just before the general election of 15th Lok Sabha. The bill was laying in Rajya Sabha without any discussion.

It can be represent that the Educationist, teacher’s organization and Institutions working for “Right to Education” have criticized the mistakes of the bill.

- It was only talking about Right to Education for 6 to 14 age group in this bill
- The National Govt. has forgotten to the age group ‘0’ to 6. Who will think about the pre school education of these children’s?
- Some valuable portion of 2005 education bill has precisely been eliminated These are –

a) 25% seat will reserve in all private English medium school and all unaided school.

b) Central Govt. will increase educational aid for states.

c) Formation of National level Primary Education Commission.

Budgetary allocation for Education

- It is un doubtable that enhancement of educational expenditure is the parameter of educational development. The poor people, farmer, laborer, low grade employees etc. can get opportunity of Right to Education for their children after enhancement of education budget. It is studied that the budgetary allocation towards education is not appropriate to make elementary education universal after 61 years of independence.

Central Budget, 2001 - 2009

Budget Year	Rs in Crore	Percent of GDP	Percent of Total Budget
2000-01	7,925.2	0.377	2.43
2001-02	8,037.0	0.353	2.22
2002-03	9,089.3	0.370	2.20
2003-04	10,177.5	0.369	2.16
2004-05	13,228.7	0.420	2.66

2005-06	17,809.6	0.479	3.52
2006-07	23,809.6	0.574	4.09
2007-08	29,588.7	0.630	4.35
2008-09	28,702.9	0.730	5.15

(Source: Union Budget)

- Starting from Dr. Sarbapalli Radhakrishnan Commission, till date several Commissions and committees have formed for the education, has opined to spend a lion share for the development of education. As per their calculation the educational expenses should be 10% of National Budget, 6% of GDP and accordingly 30% of the State budget. But after 1st Budget education sector did not emphasized in other budgets.
- To make education universalisation, infrastructural development is inevitable. Despite of doing that austerity measure has been taken after 90 decade. Education has been considered as unproductive sector after liberalization of Indian economy in the Capitalistic world. The education sector has become the laboratory in our country. Since 90 decade due to opening of Indian market and economy. As a result the constitutional obligation towards education has diminished and social, education and economical disparity has emerged in Indian Society. If we agree with this understanding the educational expenditure should be enhanced in our state as per the recommendation.

Allocation towards Education in State Odisha Budget

Year	Percent of Total Budget
2002-03	12.35
2003-04	11.83
2004-05	09.74
2005-06	08.016
2006-07	07.49
2007-08	11.07

(Source: Orissa Secondary Teachers Association)

- It is understood from the table that very low amount has allocated for whole educational sector in years together. So a small portion of this low budget has been unable to make Primary Education universalisation.
- Above all 49.16% children drop out from the school, when Dalit community 51.31% Tribal 65.91% in Odisha. As per the calculation of Odisha Secondary School Teachers Association (OSSTA). 65% of children are being dropped out

from the upper primary school in under developed Tribal district of Odisha.
(Under developed Tribal district of Odisha)

Name of the District	All children	SC	ST
Malkanagiri	73.01	43.70	85.27
Nawarangpur	69.92	54.08	77.71
Kandhamal	69.76	64.43	74.83
Nuapada	68.43	61.49	75.55
Koraput	67.41	59.54	79.16
Kalahandi	65.25	62.48	72.43

(Source: Orissa Secondary Teachers Association)

- Though 48 percent of population in our country are lying below poverty line and having below 11 Rupees per day income, as per BPL survey of our country, these children are denied to access the schooling system. The government is providing some expenditure for elementary education but it is not fulfill the need of marginalized section. Where food, shelter and health are the main problem hence, how they can afford the expenditure on education for their children.
- Teachers of the govt. schools are pulled out of the schools frequently on various non-teaching assignments, ranging from censuring sheep's and conducting below poverty line survey, for conducting elections and doing the regular census resulting a tangible loss of teaching days. These things give a misleading message that everything else is important other than teaching children, after 61 years of independence government could not able to open schools in every revenue village in India.
- More than four decades ago, the present crisis on education was foreseen by the Education Commission (1964-66) popularly known as Kothari Commission. The Commission states that "Even more important is the role of education in achieving social and national integration. Indian society is hierarchical stratified and deficient in vertical mobility. The social distance between the different classes, particularly between the rich and the poor, the educated and the uneducated is at large and is tending to widen. Our people profess a number of different religions; and the picture becomes even more complicated because of Cast, an undemocratic institution....The situation, complex as it was, has been made critical by recent developments which threaten both national unity and social progress".
- Again Commission expressed its concern, "In a situation of the type we have in India it is the responsibility of the education system to bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society. But at present instead of doing so, education itself is tending to

increase, social segregation and to perpetuate and widen class distinctions”.

- Keeping in mind the commission’s statement now time came to honor him and introduce common school system while present school system structurally promotes discrimination.
- Let us look at the report of Ramamurti Committee for review of the National Policy on Education 1986 (1990) that spelt out a ten year time frame for phased implementation of CSS-NS. Significantly increased outlay for elementary education, thereby improving the govt. Schools and transforming them into genuine Neighborhood schools; special allocations for schools in backward and poorer region, urban slums, hilly tracks, deserts and marshy areas, flood prone and drought-prone zones, coastal belts and islands, ensuring mother tongue as the medium of education at the primary level and teaching in regional languages at the secondary level, to dispense with early selection process, tuition fees, Capitation fees etc; and inclusion of the expensive private schools into the CSS-NS through a combination of incentives, disincentives and legislation.

Let’s come forward to think about the proposals given in this manifesto. If these proposals would be placed in your election manifesto and make law accordingly after coming to power. The scenario of the primary education would definitely be changed in near future.

PROPOSALS :

1. According to Supreme Court’s Judgment on 1993 as well as the 86th constitutional amendment, all school to provide absolutely free education from birth to 14 years. As per article 41 of the Indian constitution and it’s creative judgment the govt. to regulate the fee structure of all schools, especially the private unaided schools from class IX to XII, preventing profiteering parking of funds and income tax evasion.
2. Appointment of teachers in vacant post as per the norm one teacher for each class.
3. As per plan of action of UNITED NATION, Human Rights Education should be included in school curriculum and prepare the curriculum in this regard. It is reported that HRE is being imparted in 600 govt. schools of Odisha by Institute of Human Rights Education as pilot program with the government permission.
4. Primary education should be compulsory for the children, those who are studding in Odisha. Different tribal languages should be bridged with Odia language.
5. All Schools to fulfill a set of minimum norms and standards with respect to the infrastructure, scientific ratio of students teacher, teacher quality, non teaching staff, pod table water, electricity and telephone, toilets, supporting system for disabled (ramps, Braille and sign language), teaching aids, ITC facilities, library and laboratory, playground and athletics play equipment, facilities for fine arts, curriculum, pedagogy and all other parameters for ensuring quality education. Common school system should be implemented in the state of Odisha.
6. All schools to follow the National Curriculum Framework (NCF) that would be reviewed from time to time. NCF will define core curriculums that would be common to all schools.

7. Each school to have a management committee of its own, with at least 75% of the members being the parents of the children and SC, ST, OBC and minorities to have proportionate representation and half of the members to be women and also functions and duties of the committee to be well defined through a law.
8. Corporal punishment and cast discrimination should be stopped in the school.
9. Monitoring system should be regularized by the higher authority.
10. Non teaching assignment for the teacher should be stopped.

Pradipta Nayak

State Coordinator,

Institution of Human Rights Education, Odisha

M- 26, Samanta Bihar, Bhubaneswar

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