

## CHAPTER-1

### 1.1 Introduction:-

“Education is not preparation for life; education is life itself”.

*John Dewey*

Education is one of the important elements for life. Education is a continuous and lifelong process. In everyday life we learn something from others. It is regarded as an indicator of proper development for mankind. It is one of the most powerful instruments of change and development<sup>1</sup> through which we can change everything in our life. ‘According to thinkers in ancient India, ‘*vidya*’ or knowledge or learning or education was considered the “third eye” of man, which gives him an insight into all affairs and teaches him how to act; it leads us to our salvation: in the mundane sphere, it leads us to all round progress and prosperity’<sup>2</sup>. Education removes all difficulties of human being and ‘enables us to realize the true value of life’<sup>3</sup>. It helps men and women to increase their efficiency, skill, power of thinking, reasoning capacity and so on. The following verse is a common saying in India-

*“Swades pujuryate Raja*

*Vidyam sarvartra pujuryata”*

The meaning of above verse is that A king is respected in his own kingdom while a learned person is worshiped everywhere. It shows that education helps

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<sup>1</sup> Mahanta N. N. (2005), “Philosophical and Sociological Dimensions of Education”, Mani Manik Prakash, P- 116

<sup>2</sup> Aggarwal, J. C. (2008), “Principles, Methods and Techniques of Teaching”, Vikas Publishing House Pvt. Ltd. P-1

<sup>3</sup> Ibid, p-1

individual to gain respect from everyone and getting a respective position throughout the world. 'A person, who does not possess the light of education, may be really described as blind'<sup>4</sup>. He/she has no difference with a blind people in present world, because the blind people cannot see the world whereas an uneducated people do not know about the world.

Education is also a fundamental requirement for the people to live a dignified life. Without education, a person cannot go ahead. It is recognized as wealth of people, which exists with people throughout of his/her life and it cannot be robbed by anyone. At present, it is recognized as a basic need of human being after food, cloth and shelter. It helps an individual to get a respective position in the society as well.

“Children and childhood across the world, have broadly been construed in terms of a ‘golden age’ that is synonymous with innocence, freedom, joy, play and the like. It is the time when, spared the rigours of adult life, one hardly shoulders any kind of responsibility or obligations. But, then, it is also true that children are vulnerable, especially when very young. The fact that children are vulnerable, they need to be cared for and protected from ‘the harshness of the world outside’ and around” (J. Holt: 1975)<sup>5</sup>. Childhood is a golden time for the development of human life. Hence, during this period proper guidance and maintenance is necessary for children by the adult for their healthy growth and sound development. ‘It goes without saying that enabling all

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<sup>4</sup> ibid, p-1

<sup>5</sup> Holt, J. (1975), “Escape from Childhood”, Harmondsworth: Penguin Books, 1975. (First published in 1974),p-22

children to realize their full creative potential is critical for sustaining India's economic growth and accelerating human development'<sup>6</sup>.

### **1.1.2 Education as Human/Fundamental Rights: -**

Before going to discuss about education as fundamental right, it is necessary to understand first about the meaning of rights. Rights are those preconditions through which a human being can develop his/her personality. It is those social claims which help the individual to develop his/her personality and these are recognized by the state. It is important for everyone. 'As a legal term, it means the standard of permitted action by law'<sup>7</sup>. 'The word rights have used in two types- adjectival and substantive. The adjectival use of word 'right', which means good or proper and the substantive use of word 'right', which is a special, possessable benefit'<sup>8</sup>. Similarly, rights also mean that everyone is getting the minimum requirement for their day to day life without discrimination on the grounds of sex, colour, race, religion etc. Likewise, Article 1 of the Universal Declaration of Human Rights (UDHR) states that "all human being are born free, equal in dignity and rights". However, human rights are those rights without which we cannot live as a human being. It is those minimal rights which are enjoyed by everyone without distinction of sex, class, caste, religion, colour, language and social or economic conditions in the society. It is therefore universal to all which are inalienable and inherent in all human individuals. These rights are permanent, enforceable and legal which are protected and executed by the state authority.

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<sup>6</sup> Bajpai, Asha. (2010), "The Legislative and Institutional Framework for Protection of Children in India", UNICEF- India country office.

<sup>7</sup> Myneni, H. O. "Human Rights", Universal Law Publishing Co. Pvt. Ltd. P-2

<sup>8</sup> Tiwari, R. K. (2011), "Introduction to Human Rights", Neeraj Publishing House, p-25

The United Nations Centre for Human Rights defines, “Human rights are those rights which are inherent in our nature and without which we cannot live as a human being”. The international community especially the United Nations Organization (UNO) has given top priority in this regards. Since its inception (24<sup>th</sup> October, 1945), the UNO has been working for the protection of human rights in all over the world. Besides, the UNO has also given utmost importance on education, because the progress of a nation is largely dependent upon the quantity and quality of education received by people. At present most of the countries of the world are accepting the principle of education as fundamental human rights. Similarly, India also has given top priority in this regard from its independence itself.

The most significant development has taken place that ‘the Eighty- sixth Constitutional Amendment Act, 2002 has made free and compulsory education for children between the age groups of 6 to 14 years, a fundamental right. Government has been assigned the responsibility to provide free and compulsory education to all children between the age groups of 6 to 14 years’<sup>9</sup>. It is important to mention here that India has become 135<sup>th</sup> state, who declared education as fundamental rights for its citizens, because it is well known to everyone that educated people can serve the society in a better way.

## **1.2 Rationale of the Study: -**

Right to education is the basic necessity for every child. The common people agree that all children have the right to education, because it gives people the skill which they need to help themselves come out of poverty and brings prosperity in their

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<sup>9</sup> Ghai, K. K. (2010), “Indian Government and Politics”, Kalyani Publishers, New Delhi, p-128

life. According to Right of Children to Free and Compulsory Education (RTE) Act, 2009, every child should get free and compulsory education from six to fourteen (6-14) years of age. This has now become the fundamental rights of the citizens of India. Along with, it is the duty of every parent of India that they should send their children to school for receiving primary education up to the fourteen years of age. There is need for developing awareness about right to education of children because most of the families fall under Below Poverty Line (BPL) in India.

The study is mainly concerned with the educational needs of children living in Paschim Nalbari area. Implementation of “RTE Act, 2009” is the significant landmark in this regard and which are helping the children of poorer sections of the society in reaching the educational services effectively. There is a need to study the education of the children of Paschim Nalbari area as they constitute a significant percentage of the population belongs to BPL families.

Right to education is now one of the fundamental rights of Indian citizens. Children are property of every country and society. Today’s child is tomorrow’s leader. A healthy child would be the healthy leader of tomorrow. Education is a vehicle to transform the children as a healthy leader in future. So, this study has undertaken a step towards child education of various places of Paschim Nalbari area and it (education) is very much important for the proper development of children in today’s competitive world.

India is regarded as the World’s largest number of children, which constitute nearly fifty percent of total population. Generally it should occupy central attention for future development of the country. In order to maintain equality among the children of

India, right to education becomes a fundamental right in Indian citizens and “RTE Act, 2009” become the revolutionary step in this regards. This study basically tries to know the actual truth about the education of children in Paschim Nalbari area and the act is fully implemented or not in the primary schools of the above mentioned area.

### **1.3 Significance of the Study: -**

At present, the growing awareness is going on not only in India but throughout the world that right to education is necessary for the optimum development of the child. It is the demand of time and which indicates that the foundation for later development of the child. But right to education of children is a major problem of the world in general and particularly in India. Though the Indian Constitution provides education as a fundamental right for the Indian citizen but many children are still out of the school. In the 21<sup>st</sup> century, many children of India still not getting basic education which is necessary for their day to day life. There are various reasons in this regards such as- poverty, illiteracy of parents, economic problem of the family etc. Most of time it is seen that some children are being used as bread earner of the family. Similarly, some children are working as labour which is strictly prohibited by the Indian Constitution. Same problem is going on different parts of India in general and Assam in particular. So this study is basically important to know about the receiving education of children particularly Paschim Nalbari area.

The another significance of this research is to find out the right to education of children like- educational performance of the children in school, condition of the school, facilities are provided properly or not by the government which are necessary for the mental and physical development. The main aim of the study is to know the

actual truth about the problems of the children which are facing in their day to day life. Through this study the researcher also tried to find out the existing condition of the lower primary school and the upper primary school of this area. Another important aspect of this study is to look into the right to education of children under Sarva Siksha Abhiyan whether it has been properly implemented or not in the school premises of this particular area. To study about the awareness on the importance of child education among the masses of that particular area is also another aim of this study. But the main problem is that the parents in India including Assam are illiterate and poor for which they could not to give a proper education to their children to achieve a better position in the society. The study also tried to find out the consciousness of the parents about education of their children. The researcher also tried to know about the Government facilities and NGO's initiative especially to the child education of this particular area. The right to education has dual importance. Firstly, it has great importance on child development and secondly, it contributes towards the success of Universal Elementary Education.

#### **1.4 Review of Literature:-**

Kailash Sartyathi, the Nobel Prize winner stated in Nobel Peace Prize distribution ceremony in Stockholm on 10<sup>th</sup> December, 2014 that, "There is no greater violence than to deny the dreams of our children."

The UN Convention on the Rights of the Child (1989) mentioned that, "Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding," and "considering that the child should be fully prepared to

live an individual life in society , and brought up in the spirit of the ideals proclaimed in the Charter to the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.”

V. C. Pandey in his books “Girls Primary Education” (2004) mentioned that the necessity of girls primary education. Girls are always treated as inferior and they are put down last in society. The discrimination and neglect against girls can lead a lifelong downward spiral of deprivation and exclusion of social life from main stream. The prevailing discrimination against girls can harm every aspects of life like- access to education, health services etc. which are necessary for the development of their current and future life.

Girl’s primary education has increasingly become a priority of national and international communities. So, encouraging girl’s to remain in school until they complete their primary education. With increase in the educational participation of girls, the main development indicators improve. Some important ones are- lowered infant and maternal mortality, longer life expectancy, lower fertility rates and improvements in health, nutrition, literacy, economic growth etc. However, initiative should be taken to prepare girls to participate actively, effectively and equally with boys at all levels of social, economic, political and cultural leadership. Girl’s education is more than an educational issue; it is deeply influenced by poverty, tradition, habit, legal systems and discrimination. Political will is regarded, not just too educated girls but also to eliminate these non- education obstacles. The gender inequalities are going on in every aspects of educational system like- gender-biased educational processes which include curricula, educational materials and practices,

teacher's attitudes and classroom interaction etc. These kinds of inequalities should be removed with the deliberate actions of state and civil society, leading to reforms in the legislative and institutional framework of society. In these ways, changes in the expectations and incentives that govern human behavior- including those that affect educational participation and performance- can be achieved.

Adil-Ul-Yasin and Archana Upadhyaya in their book, "Human Rights" (2004) mentioned that the rights are important for the children for their proper development in life. But there are some conditions such as poverty; racism, poor health care etc. seriously undermined the rights of the children. The gender bias against girl child and child labour of the society emerged as a serious obstacle and challenge in the way of implementing the rights of the child. So, without enjoying the rights fully, they cannot live a dignified life in the society. "It goes without saying that today's children are tomorrow's nation builders. A healthy child will be the healthy leader tomorrow. Observance of human rights begins with the manner in which a society treats its children. A civilized and sensitive society will accord dignity to its young citizens by creating conducive conditions in which they can develop their full potential and look forward to a full and satisfying adult life."

R. C. Mishra in his book "Women Education" (2005) argued that for educating girls and women of the society, the development can be achieved. The education for girls and women has been recognized for several decades as fundamental human right. Nevertheless, large gender disparities in enrolment and learning achievement persist. Eradicating these disparities the World government tries to do but it is still not getting to constitute a massive denial of basic human rights of tens of millions of girls in the

developing world. Education is regarded as the key instrument through which barriers of the development of women can be removed. It is also one of the important tools for empowering women and bringing them into the main path of development. It not only provides basic knowledge and skills to improve health and livelihood, but it empowers women to take their rightful place in society and the development process. It also helps women to take rightful decisions in their life. If women received education then her lifestyles are different from uneducated one and after marriage her child should be better nourished. Educating women is the key to breaking the cycle of poverty. The World Declaration on Education for All, Jomtien 1990 was an important milestone towards Universal Elementary Education and especially girls and women's access to basic education. After that Copenhagen Declaration on Social development in 1995 and the Fourth World Conference on Women, Beijing 1995, has given utmost important regarding women and girls education and called upon the international community to intensify efforts. It is acknowledged the inherent value of women education in building capabilities of human race to survive with dignity. At present, popular media has also started paying some attention to glaring gender disparities in educational access and achievement. The impact of such international agreements, it is widely acknowledged that, as a result of intensive advocacy, girls and women education has been accepted as a development priority. This kind of international development assistance for basic education and women's education has gone up significantly.

Asha Bajpai, in her book "Child Rights in India" (2006) mentioned about that the rights of children are being violated in India with passing time. There are several

causes which contribute the violation of rights of the children. The India is a diverse country as well as disparities prevailing in all over the country. So, the reasons for violation of rights of the children are different from region to region. But without protection of the rights of the children a country cannot progress as well as main national indicators cannot improve. So, it is demand of time that protection of child rights is important for India. The protection of child rights that a wide range of stakeholders and reform agents need to be brought together including relevant actors from outside the legal, judicial and human rights area, to jointly address issues in a strategic way. Given the diversity and the disparities in the country, perhaps regional networks or strategic alliances on specific issues may be more workable. Initiatives have to be taken by various people's organizations, community leaders, advocacy groups, child right activists and public interest professionals, civil society and governments working towards the goal of translating the dream of child rights into reality. Socio-eco-political-legal change cannot be sustained in isolation. Alliances have to be built with other movements for change such as women rights, environment, labor, housing, health, education rights and with organizations, individuals, parents and other civil society organizations involved in child rights issues. Intervention should be made at the level of government programmes and policy directives towards establishing an agenda to ensure the rights of the child.

Dr. M. R. Ansari in his book "Protecting Human Rights" (2006) argued that the human rights of children are an important component of every society. It is known to everyone that children represent the weakest part of the society and it leads to exploitation on them in various areas such as- labour, sexual integrity etc. they depend

for their survival on adults. Neglect the child and child abuse is the important aspect of violation of rights of children prevailing in everywhere. It is the duty of adults to protect the children from any sufferings. But it is seeing everywhere that children are suffering. There are mainly three causes of child suffering such as- war, poverty and social disruption. They all have a common denominator which is the economic impulse that rules on the societies. One of the important ideas is that stigmatizing which is regarded as an unlawful form of neglect of child. So, prevent such kind of neglect and harmful effect on children, the UN General Assembly has adopted the Conventions on Right of the Child in 1989 & it came into force in 1990. It basically mentioned to the State Parties that it would be illegal to employ a child in a job which would prevent it from attending school, thus affecting its right to education. To meet these ends is the prime aims and objectives of above mentioned Convention. The expression is a wide consensus upon the opportunity of establishing a binding legal instrument for the global protection of children and it is the goal of an increased awareness concerning the many problems that affect children worldwide. This Convention made an attempt for establishing a task which should obey by the State Parties to go ahead for the future development. Education gives shape and structure to children's lives and can instill community values, promote justice and respect for human rights and enhance peace, stability and interdependence. Besides, the Convention, there are various laws also adopted for protecting the rights of children in international level.

R. C. Deshmukh in his book "Teaching Children with Special Needs" (2008) mentioned that the children are facing problems while learning. So, it is demand of

time to teach children with special needs. It is one of the most important fields of specialization in the vast spheres of activity that comprises the comprehensive umbrella of education. For such kind of children, who are facing problems while learning, needs special teachers and appropriate teaching methods to come up with to meet such kind of problems. This aspect was largely ignored by educationalist in earlier times but since about 1966, experts and specialists have come up in this field and have shared their experience and results with all those dealing with children with special needs. Children with special needs include those types of disorders like-behavior disorder, attention deficit hyperactive disorder and social maladjustment. This kind of disorder can takes place because of social and some other problems of the society. A single measure cannot solve such kind of disorders. So, teaching children with special needs is important measures in this regards. Along with the specialized teaching methods enable students with special needs to use basic learning strategies. They may have learned adaptive patterns for attending, remembering, preserving, monitoring and problem solving or they have learned non adaptive patterns, but the patterns they use are the result of their experiences and are determined by the knowledge they have acquired. The students who usually suffer from language difficulties are generally termed as 'language impaired children.' So, special needs are necessary for such kind of children.

Dr. Haseen Taj in her book, "Current Challenges in Education" (2008) mentioned that the various problems of education in 21<sup>st</sup> century. The 21<sup>st</sup> century is different from the 20<sup>th</sup> century in many ways. The school will find it more difficult to meet the demand on them, due to rate of expansion of knowledge which appears to be

increasing and technology enhanced access to information worldwide. To enhance an individual ability, education plays a significant role to provide sufficient information. So, the teacher needs to develop competencies to prepare themselves for the 21<sup>st</sup> century. The first and basic challenges in education are the gender inequality which is recognized as a global problem prevailing almost all over the world. Gender equality can be achieved through the step towards Universal Elementary Education (UEE). In India, various strategies and planning has adopted towards education for all. The SSA is one of the important examples in this regards. Similarly, defending human rights and women empowerment can be achieved through education. Today, education is facing many challenges to provide many demands towards human society such as- establishing peace education, computer education, outdoor education, parent education, multi culture education, global education, value education, lifelong education, environmental education, population education, AIDS education, citizenship education, secularism education, education for international understanding, distance education, correspondence education, adult education etc. Now a days, education has visions for the future development such as- sustainable development, concern about environmental pollution, women education etc. However, for getting success above mention area, role of teachers should be increased, human rights education as well as environmental base curriculum should be introduced at primary stage and it continues up to higher stage of education.

Dr. Sreenivasulu N. S. argued in his book, “Human Rights- Many Sides to a Coin” (2008) that there are three emerging issues get priority to all over the World such as- intellectual property rights, environmental protection and human rights. These

three topics gain popularity and are being the topics of debate. The recognition, protection and enforcement of human rights have become the key issues in contemporary times. Today, it is recognizing as a symbol of civilization. In international level various Conventions has been adopted for recognized human rights and give direction towards the member states to implement the same. Recognizing the need for a separate convention on the human rights of children there adopted, the Convention of Human Rights of Children in the year 1989. Children are very much marginalized, so needs special safeguards. The convention envisages that child should be given special protection, so as to enable it to develop physically, mentally, morally, spiritually and socially in a healthy manner. The dignity and interest of the child shall be given priority in the enactments of the member states to the convention. In Indian context, the constitution as well as various legislations provide for the recognition, protection and enforcement of human rights in line with the international conventions. Nature has provided some inherent rights to everyone including children. These rights are bestowed in human being from the very inception. Foetus in the mother womb is the starting point since then human being is guaranteed certain basic rights. After they are born as an infant and continues to the death, a human being can enjoying some basic rights and state authority has to recognize and guarantee these rights. The Constitution of India has provided some basic rights to the children in provisions with its incorporation of Preamble, Fundamental Rights, Directive Principles and mandate free and compulsory education for all and it is a duty on the part at the state to guarantee children's right to education.

Madhusudan Pandit in his book, "Human Rights and Social Justice" (2011) mentioned that the social justice can be established through the proper implementation of various schemes and policies. At present social justice is emerging issue in all over the world. There are various demand is going on regarding establishment of social justice. Various rights as well as policies have been taken by United Nations and state government for establishment of social justice. Rights to education to the people are most important for the development of the community and which is termed as a cornerstone of social justice. This above mention view becomes the fundamental rights of Indian citizens today. A long history, various international and legal setting has contributed a lot to become education as a fundamental rights of Indian citizens. In India, the courts have made a significant contribution regarding realization of rights to education and made struggle to recognize and give effect to this right. The right to education brings two important dimensions in the context of adopting educational policy such as- empowerment and accountability. The importance of these elements is treating education as a human right. The concept of empowerment basically related with the demand for education both the parents and students that every individual has not just an opportunity or a duty to learn but a right to education. Likewise, the concept of accountability is closely related with the broader outlook which is to focus on the actions, strategies and efforts that different duty bearers undertake to contribute to the fulfillment of specified human rights and to the advancement of the corresponding human development. The objectives of rights such as right to education have a value which leads to access of primary education. However, just as we respond collectively against arbitrary physical violence exerted against another person, so too

would a fully- internalized sense of the right to education lead to an instinctive reaction against a government, a community, or parents or guardians denying a child access to that right. The government, civil society as well as other organization both at the domestic and international level, all contribute to promoting the right to education of children and make a systematic effort undertakings relating to education.

R. K. Tiwari in his book “Introduction to Human Rights” (2011) mentioned that there are large number of children in all over the world are being economically exploited and physically maltreated. There is no way to thoroughly enumerate this kind of exploitation from the world. But the number is very high and the suffering widespread. There are various ways such as- children beaten or sexually abuse by parents, drug abuse on the street children, stricken with AIDS, family and social traditions etc that compromise children’s humanity or subject them to physical and emotional suffering. Along with injustice and poverty has always become trouble for enjoyment of child rights. Similarly, child labourers or prostitutes, drafted as young teenagers into armed forces, forced as young girls into a lonely life as domestic workers, deprived of an education to work on the family firm, or denied adequate nutrition and health care is going on in all over the word. All the above mentioned exploitation against children is violation of human rights. So, children need help and protection from adult world that perpetrates most of the abuse. For protection of such kind of violations of human rights of the children, the international community especially the UNO plays a crucial role. The United Nations Commission on Human Rights appointed a special Rapporteur on the sale of children, child prostitution and child pornography. It works to gather and analyse facts for the Commission. It is also

mention here that the UNICEF directly concern with children issues and work for the development and protection of children rights. After that a global pact on children's rights came into existence in the form of the Convention on the Rights of the Child, which was adopted by the General Assembly in 1989 and it came into force in 1990. The Convention's 54 articles cover everything from a child's right to be free from sexual and economic exploitation, to the right to his or her own opinion, and to the right to education, health care, and economic opportunity. From the adoption of the Convention, the status of children is increasing in the world and the State Parties also adopted various plans, programmes and policies towards the protection of their child rights.

Prakash Mishra in his book, "Child and Human Rights, Concept and Reality" (2012), mentioned that, children are facing a lot of problems in the present day world. They are exploited in many ways like- rape, beggary, molestation etc. in even today's World. Everywhere the basic rights of children are being violated. But they are the important asset for the human race. Without proper development of the children a nation cannot develop. They are hope for future generation. According to him, "Children are the most precious asset of every nation-state. They are the hope for future of human race. Loving by nature they must be loved by all. But even in most advanced age of human civilization, they are maltreated. Child abuse is vastly in vogue everywhere. They meet various sorts of exploitation like-child labour, rape, molestation, beggary, denial of schooling etc. Basic rights to the child are denied not because of any defective social system or lack of bonds of love and affection from those who have brought them into this world, but due to hunger, poverty, malnutrition

and large scale unemployment. Majority of these wanted children are born out of sexual needs of the parents who lack any scientific knowledge of family planning and as soon as they survive beyond the age of 5-10 years. They are sold out as commodity, to bring more such helpless creature into this world and the cycle goes on.”

S. N. Tripathy in his book “Right to Education: Education for Deprived Children” (2012) have been given utmost importance on education and a society can be developed when the all sections of people can receive education in this particular society. He mentioned that education is the pre- requisite factor in economic development. It also effect on the other aspects of society like: - health, women development, employment, child development etc. There are basically three types of education namely- formal, informal and non- formal which can change in knowledge, behaviour and practices as well as brings development in the state. Formal education is the type of education which are receive in an institution, Informal on development can be defined as lifelong learning process which every person can receive from birth to till death and Non- formal education is a type of educational activity which taking place outside the framework of the formal system. The role of education in development has been recognized from the days of Plato and he believed that education is indispensable to the economic health of a good society. Education provides widespread employment and income earning opportunities to the qualified and skilled people. Person’s education and his earning have a close relationship. It is one of the dominant tools for the poor and disadvantage groups to increase their income and help them to live a dignified life in the society. Education is a contributing factors towards the achieving developmental goals like- life expectancy, improves

health and reduces fertility among educated mothers. The general conference of UNESCO held way back in 1964 recognized that illiteracy is a grave obstacle to social and economic development. Education is a prerequisite for the successful implementation of national plans for economic and social development. India formulated the National Policy on Education in 1986 and modified in 1992 aims to play a positive and interventionist role in correcting social and regional imbalances, empowering women and in securing rightful place for the disadvantaged and the minorities to getting successful on the above mentioned obstacle. The 86<sup>th</sup> Amendment of Indian Constitution in 2002, making available free and compulsory education to all children in the age group of 6 to 14 years. After that the significant landmark has been taken place with the implementation of “The Right of Children to Free and Compulsory Education Act” (RTE) in 2009 by the Indian Parliament and it came into force 1<sup>st</sup> April, 2010. The RTE Act aims to emancipate millions of Indian Children. The Act is to provide education to such children which were inaccessible to them.

Gurpreet Pannu mentioned in his article “Violence Against Girl Child: An Analysis” published in the book “Human Rights Violence and Crimes” (2012) that women shapes the destiny of civilization. This statement is usually used in literal activities only but in realities the girl are facing many problems in the society. From the existence of mother womb, a girl child is facing problems like foeticide. Right from her birth she has to face a society which considers her inferior. In Indian society, the girl child is facing many torments. A girl child cannot get the equal position in the society with the male counterpart. There are hundreds of women who have done a lot of work for the upliftment of the condition of women in the society but the myth

continues. It is because of this myth the girl child are facing discrimination in their families itself. In India, women are worship as god one hand and on the other hand girl child is considered as burden of the society. The status of girl child in Indian society is showing a very bleak picture. The various organization and agency has given many reports regarding violence of rights of the girl child in time by time and it shows a very dark picture about their poor status and standard of living. The Census report of India 2011 shows that the women of India is still lagging behind and getting unequal position in the society in comparison with male counterpart. The girl child are facing the burnt of violence both physically and psychologically in the form of girl infanticide and foeticide, child marriage, sexual abuse, victims of HIV, child labour, selling and buying girl child for illegal purposes, discrimination for nutritious food, education and kidnapping etc. these kind of crimes are increasing day by day against the girl child and such kind of crimes in an alarming problem in India. But it is demand of time that such kind of practices against girl child should be removed from the society; otherwise the society cannot go ahead. For the upliftment of condition of the girl child, various remedial measures should be taken like- right to life and right to health care should be given to the girl child. Along with other preventive measures should be taken by the government like- proper policies regarding girl child, which uplift the condition of girl child. Social attitudes towards girl child should be changed to build a healthy society, social awareness campaign should be initiated about the importance of girl child and existing laws should be properly implemented. Similarly, proper education of girl child plays a very important role to uplift their condition in the

society. Besides, Government functionaries, NGOs and women welfare associations can play an important role by educating the society and victims about their rights.

Dr. Sanjay Sindhu in his article, “Fundamental Right to Education in India: An Overview” (2014) mentioned that education is one of the important tools for the advancement of human beings. It is the basis for development and empowerment for every nation state. It is one of the powerful weapon through which we can change the world. It is related with the proper development of human being and functionalism almost all spheres of life. Its importance cannot be ignored by anyone at present. It is now become the fundamental human rights and regarded as important tools for social change and essential for the exercise of all other human rights. The right to education has been universally recognized since the UDHR, 1948 and since that many international conventions and Indian Constitution has given priority about right to education. The national plan and various policies have been adopted in this regards. The Indian Parliament enacted the Right to Education Act, 2009 for educating million of children between the age group of 6 to 14 years. This Act helps those children who are unable to reach the school due to poverty and illiteracy of parents. In international perspectives, right to education recognize as a human rights specially focus on Article 26 of UDHR. Besides, article 13 of International Covenant on Economic, Social and Cultural Rights (ICESCR) also recognizes the general right to education enumerated by the UDHR. In national level, especially the Constitution of India make provisions incorporated with various articles such as- Article 15(3), 21-A, 24, 39(f) and 45 mentioned that enables the State to make special provisions, right to education for every children, prohibits employment of children below the age of 14 years,

recommend the protection of childhood against exploitation and directs the state to provide free and compulsory education to the children under the age of 14 years. Along with article 46 stated that state shall promote with special care towards education and economic interest of the weaker section of the people. Besides, the Judiciary of India plays a significant role towards right to free and compulsory education of the children. The Supreme Court of India has given special attention regarding right to education of children and provide judgment in favour of such right. The Supreme Court by rightly and harmoniously constitutes the provision of part III and IV of the Constitution has made right to education as a basic fundamental right. The RTE Act passed by the Indian Parliament on 4<sup>th</sup> August, 2009 and it has become the milestone which provides for institutional instructions so that education as a fundamental right spreads to all children between the age groups of 6 to 14 years. Thus, compulsory education is one of the duties of the state for stability of democracy, social integration and to eliminate social evils.

Dr. Ratan Bhattacharjee (2015) in his articles “Children’s issues: at home and in school” argued that the children are the most neglected one in present competitive World. But the development of children takes place in a peaceful society where the children express fully themselves. It will help them to grow with an important asset in future of the society. During the childhood bookish knowledge is not much necessary for the children but calm of mind is more important for their emotional and physical health. Some parents given extra care to their children at home. All children are not equal. Some are very much intelligent or brilliant and other children may not have these qualities.

Children are facing many workloads in their day to day life at school. At school, some time the children face abnormal situations. The sheer amount of workload given to a child may make him or her anxious, tense and worried. Very few schools take care for improving the well being of the students, or for developing empathy skills. Similarly, at home one very dangerous thing is to give the children electronic gadgets. This habit develops when the children are emboldened to use the mobile phones of the parents. Till they attain adulthood, children should be told that the cell phone is a thing for the use of the elders. The parents can give some time to their children and make them engaged in studies in an innovative way, keeping their own personal relaxation at bay. These kinds of activities always hamper their smooth growing of life. It is keep in mind by everyone that Today's child is tomorrow's citizen. We must realize it.

(The Assam Tribune, Dated April 13, 2015)

Dr. Saswoti Baruah Bhuyan mentioned in her article "An Overview of Women Education during the British rule in Assam" (2016) that an outstanding view about girls primary education during the pre- independent Assam. The present women educational scenario has a great difference with the pre- independent Assam. In pre-independent Assam the parents were not aware about their girl's education. At that time women education presents a very bleak picture and the entire education sector was in state of neglect. It was happened only because of illiteracy of the people. A common superstitious belief was going on that the educated girls child would more likely to get widowed than the non- educated one. In the middle and later half of the 19<sup>th</sup> century limited upper class families did encourage women education to fulfill the

spiritual and religious needs. But during that time there were no formal educational institution as such. Only through 'Tols' and 'Satras' imparted some basic education to women in spiritual and religious matters.

In 1826, with the advent of the British Raj western education made its appearance in Assam. The Christian Missionaries also played significant role in this regards. In June 1839, T. Cutter's (American Baptist Missionaries) began a school for girls in Sadiya. It was the first attempt for girl's education and after 50 years later in 1889, its number increases upto 185. At around this time, Anundaram Dhekiyal Phukan (a noble son of the soil) started some pioneering activities in the field of women education. At the beginning of 20<sup>th</sup> century the literacy rate of women in India was less than 1%. According to 1901 Census, it was 0.6% only. With the spread of independence movement across the country, the importance of women education in Assam was increasing. The first Girl's High School in Assam was established in 1926 and by the time of independence this number increases to 31. At that time some girl's went Calcutta for receiving education. Though the Cotton College was established in 1901 but the girl student was enrolled here in 1929. After that 1939, the first girl's College was established in Guwahati with the contribution of Danvir Radhakanta Handique. This institution paved the way for higher education of women in entire Assam. After that various girls' college was established in different parts of Assam like- Jorhat, Dibrugarh, Nagaon etc. So, the female education in Assam history has less than one hundred years because the female education only began with the freedom movement in Assam in early parts of 20<sup>th</sup> century.

### **1.5 Objectives of the Study: -**

- 1) To find out the educational level and basic facilities provided by the school to the children living in the selected area.
- 2) To know about the condition of the schools and to analyze and identify the problems faced by the children.
- 3) To know about the Right to Education under Sarva Siksha Abhiyan is fully implemented or not in the school premises of this particular area.
- 4) To find out whether children are benefited of any governmental aids & mid day meal.
- 5) To look into parent's outlook, consciousness and responsibility towards child education.

### **1.6 Hypotheses of the Study: -**

- 1) The children of the Paschim Nalbari area are not getting adequate facilities in pursuing their education.
- 2) The teachers as well as the parents of this area are very much responsible and conscious towards child education.

### **1.7 Methodology: -**

The present research work is a descriptive study. To analyze the research problem, the researcher has adopted the analytical survey method. Data requires for this research was collected from both primary and secondary sources as well as through field study. The collection of data and field survey involves-

- a) Use of Sampling Method: - The researcher adopted the Stratified Random Sampling Method to draw the sample of the study. For this purpose, the

researcher selects the Paschim Nalbari area of Nalbari district within the state of Assam. It is necessary to mention here that though researcher selects Paschim Nalbari area for the purpose of study, but it is basically the Paschim Nalbari Elementary Block. In this Elementary Block, all villages of Paschim Nalbari Development Block as well as some other villages of Madhupur development Block comes under. The total Number of villages of this Elementary Block is 63 (Sixty Three), where 48 (Forty Eight) villages from Paschim Nalbari Development Block and 15 (Fifteen) villages from Madhupur Development Block. The reason for selecting this area is due to its educational backwardness as well as most of the families of this area are falls under Below Poverty Line (BPL) in comparison to others parts of the state. For collect representative sample among this area, 21 and 9 schools both from lower primary and upper primary and 50 parents have been selected here. Similarly, from these selected Schools two teacher from each school and four students (including girls and boys) are being selected for the study. Along with, 50 parents are also being selected by the researcher to collect information as well as to know about their views towards child education. To collect information about SSA and Right to education of Free and Compulsory Act, the researcher are being visited the SSA offices of Nalbari district as well as the Elementary Block of Paschim (West) Nalbari.

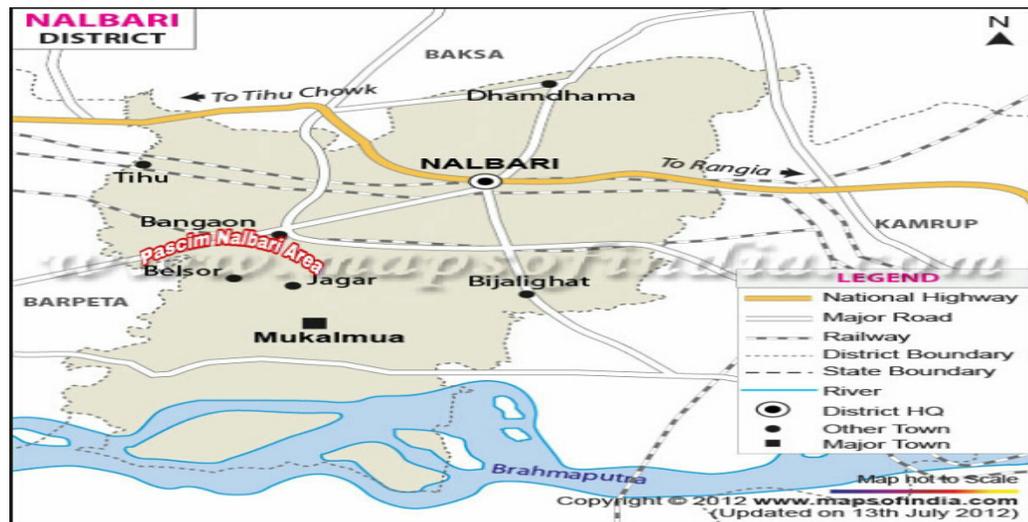
- b) Use of Tools: - As a Tool of Data collection, the researcher has used information blank and a well prepared questionnaire (both Structure & Unstructured Questions) for students, teachers and parents.

c) Interview: - The information related with the problem was collected by the researcher through the personal interview of parents as well as officials of SSA and Block Elementary office.

The secondary sources of data collection are- Books, Journals, Seminar Paper, Internet and Official Records etc.

### **1.8 Study Area<sup>10</sup>: -**

The study area of the researcher falls under the Nalbari district. So it is necessary to give a brief profile about the Nalbari district-



Source: www.googlemapofindia.com Fig. Map of Nalbari District

Nalbari district is situated in lower parts of Assam with the distance of approximately 70 kilometers from the major city Guwahati. Nalbari was initially declared a sub-division under the undivided Kamrup district in 1967 and later on Nalbari sub-division was formally declared a district on 14<sup>th</sup> august, 1985. Again Nalbari district was bifurcated and a new district of Baksa was created in the year of

<sup>10</sup> District Profile, (2016), District Election Management Plan for Nalbari Election District, Nalbari

2004. At present, Nalbari district comprising three sub- divisions namely- Nalbari, Mukalmua and Tihu. Along with there are seven Community Development Blocks like- Pub- Nalbari, Borigog- Banbhag, Paschim Nalbari, Madhupur, Barkhetri, Barbhag and Tihu. But it is mention here that the Nalbari district is divided into four Elementary Educational Blocks namely- Pub- Nalbari, Borigog- Banbhag, Paschim Nalbari and Barkhetri Block. Similarly, there are seven Revenue Circles in Nalbari district like- Nalbari, Ghograpar, Paschim Nalbari, Banekuchi, barkhetri, barbhag and Tihu as well as seven Police Stations like- Nalbari, Ghograpar, Belsor, Mukalmua, Sialmari, Bhagnamari and Tihu.

Some information about the Nalbari district are stated below-

1. Geographical Location: - Nalbari district is situated to the north of Brahmaputra and lies between  $26^{\circ}$  N and  $26.51^{\circ}$  N latitude and  $91^{\circ}$  E and  $91.47^{\circ}$  E longitudes. Total geographical area of the district is 1009.57 sq km. the entire area of the district is situated at the plains of the Brahmaputra Valley.
2. Boundaries: - The Nalbari district is bounded by Kamrup district in the east, Barpeta district in the west, the river Brahmaputra and Kamrup district in the south and Baksa and Bhutan in the north.
3. Economy: - The economy of Nalbari district is basically based on agriculture. The *sali rice* and *rabi crops* are being cultivated in this district. Along with some portion of people of this district are being related with fisheries.
4. Population Composition: - According to the Census report 2011 the total population of new Nalbari district is 771,639, out of which 396,006 are male and 375,633 are female.

5. Literacy Rates of Nalbari district: - The literacy rate of Nalbari district is 79.89 percent as per 2011 Census. The male literacy rate is 85.58 percent and female literacy rate is 73.85 percent.

6. Other information and Facts: - Some other information about Nalbari district are-

- ❖ No of Primary Schools: - 998 (Source: SSA office Nalbari)
- ❖ No of Middle English Schools: - 225 (Source: SSA office Nalbari)
- ❖ No of High Schools: -143
- ❖ No of Government Higher Secondary Schools: -01
- ❖ No of Provincialised Higher Secondary Schools: -23
- ❖ No of Sanskrit Toll: -12
- ❖ No of Junior College: -12
- ❖ No of Degree College: -06

*(District Profile)*