PREFACE

Man is a superior social animal. Human beings need education because they are destined to be the real man, not wild beasts, dull animals and clump of wood. Education makes man a right thinker and a correct decision maker. It is the foundation stone of nation’s intellectual power which shapes the power profile of a nation. A well-educated man is a more dependable worker, a better citizen, a centre of wholesome influence, pride to his community and honour to his country. It is because of this that Kothari Commission report starts with the remark, “The destiny of India is being shaped in its classroom”.

Recognizing the work of ‘education’ means recognizing worth and beauty of human life. It is ‘education’ that charts out the path for human welfare and progress. A society that neglects education decays, greater neglect leads to faster decay and finally the fall of society. In short, no project called ‘national building’ can succeed unless its citizen is educated. Thus education as a right is not only significant but obligatory.

Insertion of Article 21A by the 86th Amendment in 2002 in the Constitution of India giving right to education a status of fundamental right and enactment of Right of Children to Free and Compulsory Education (RTE) Act, 2009 is needed recognition of the importance of education, though delayed.

The targets set under RTE Act are very ambitious. These are very essential for developing the human resources of the country keeping in mind the integration of Indian economy with the world economy in the era of liberalization, privatization and
globalization. The country has achieved a lot in terms of elementary education. Making elementary education a fundamental right under Article 21(A) is itself a landmark in the educational history of the country and further enacting the enabling RTE Act in the year 2009 is a revolutionary step in towards realizing the vision of Universal Elementary Education. However, cause of concern is the high dropout rates due to the poor infrastructure facilities and non-availability of teachers, further leading to the poor quality of education in the schools. In other words, we have achieved targets related to the quantity of education but what we need to concentrate today is the quality of education. Unless education is made equitable and accessible to all, it can’t be considered quality education which would require adopting a holistic inclusive development approach by the government. Besides, civil society and NGO’s may equally contribute in achieving the goal of sustainability and quality education in the country.

The study is the outcome of my research work in partial fulfilment of Ph.D. Programme under Gauhati University. I have selected to do my research work on the topic “IMPACT OF RIGHT TO EDUCATION ON DROP-OUT CHILDREN WITH SPECIAL REFERENCE TO DIBRUGARH DISTRICT OF ASSAM-An Analytical Study”. The choice of the study is guided by high degree of wide spread interest regarding the above mentioned aspects. So, an attempt has been made to analyse the reasons of Drop Out children from Elementary School which is a need of the hour.

The present work is designed to cover the broader propositions relating to the Right to Education with a motto of Education for All. I wish to tender my sincere apology and sense of regret for the omissions and errors.
During the course of the study, certain issues and matters are humbly sought to be highlighted by way of suggestions and recommendations in order to implement right to education so as to eradicate the demon of illiteracy and ignorance from the country.

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