

# Education Policies in India: With Special focus on RTE Act, 2009

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## I. Introduction:

Education is the most powerful tool that can shape an individual and the whole nation's destiny. The vital difference between developed and under-developed countries is that of education. It is a pity that our great government failed to eradicate illiteracy even after 65 years of independence, and our policymakers have neglected this prime area of human resource development for a long time. Because it is and should be the prime duty of the state and centre governments to provide free Education and Health facilities for all the country's citizens without any discrimination. Presently, because of the efforts of many people, India is coming up with various policies to improve the status of its education. **II. Challenges related to education in India:**

In recent decades not, excellent progress has been made by India in the access to schooling and enrolment rates in primary education. Though India has come a long way, various issues must be addressed. These challenges are as follows:

### 1. Poor Education System:

This is the most significant problem which comes in the way of development. The system is inferior. There is a lack of infrastructure, a lack of skilled teachers, a Lack of quality training for teachers, Poor maintenance of the government schools, etc.

### 2. Expensive Higher Education:

Today, education has become very expensive. Due to expensive education, many people cannot pursue higher studies due to poverty or lack of financial resources.

### 3. Social Disparities:

Even after growing in the world, gender disparities are seen in India, especially in education. Indian society follows several forms of discrimination, so there are many hindrances in the education of non-recognized sections such as women, scheduled castes, scheduled tribes and minorities. The problem is grave as, in many regions, the teachers also discriminate.<sup>1</sup> As revealed by recent estimates, two while at the primary level, enrolment of SC and ST children accounts for 20% and 11% respectively to total enrolment; it reduces to 18% and 9% respectively at the upper primary level. Further, the dropout rate is disproportionately high among scheduled tribes, with 34% and 58% in primary and upper introductory classes. It is also high among anticipated caste children. In this context, examining children's access and participation behaviour from different social contexts is worthwhile based on evidence from empirical studies in the two states of MP and Chhattisgarh. This data shows the seriousness of the problem. These kinds of inequalities are obstacles to students.

### 4. Insufficient Government Grants and Funding:

The amount of funds the government provides to the schools is significantly less. Due to this, the education institutions are unable to develop, thereby, unable to create according to the requirements of the students. This affects the overall development of students. The constitution prescribes that the responsibility for education is shared between central and state governments.

<sup>1</sup> SHIKSHA247, <http://www.shiksha247.com/blog/top-ten-fundamental-problems-indian-education-system/> (last visited (March 28, 2018).

The standard of educational facilities, and the quality of education, are generally higher in primary and secondary schools in more prosperous states than in poorer conditions.<sup>2</sup> **IV. Right to Education Act, 2009:**

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution.<sup>3</sup>

## Background:

According to UNESCO's 'Education for All Global Monitoring Report 2010, about 135 countries have constitutional provisions for free and non-discriminatory education for all. In 1950, India became included in the list of these countries.<sup>4</sup>

In 2002, by the 86<sup>th</sup> Constitutional Amendment Act, art. 21 was amended, and Article 21- A was added. Article 21-A provides free and compulsory education for all children between 6 to 14 years old. This article made education a fundamental right for every child.

RTE Act came into existence to give life to this provision. Article 21-A and the RTE act came into force on 1 April 2010. The RTE act supports and encourages "free and compulsory" education. **A glimpse into the RTE Act, 2009:**

The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child whose parents have admitted to a school that the appropriate Government does not support, shall be liable to pay any fee or charges or expenses which may prevent them from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group.<sup>5</sup>

- Every child between the age of six and fourteen shall have the right to free and compulsory education in a neighbourhood school till completion of elementary education. • For this purpose, no child shall be liable to pay any fee, charges, or expenses that may prevent them from pursuing and completing elementary education.
- Where a child above six years of age has not been admitted to any school or though admitted, could not complete their elementary education, then they shall be recognised in a class appropriate to their age.
- For carrying out the provisions of this Act, the appropriate government and local authority shall establish a school, if it is not established found, within the given area, within three years, from the commencement of this Act.
- The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.
- All schools will have to prescribe to norms and standards laid out in the Act, and no school that does not fulfil these standards within three years will be allowed to function.
- All private schools will have to apply for recognition, failing which they will be penalised to the tune of Rs 1 lakh, and if they continue to function, they will be liable to pay Rs 10,000 per day as acceptable.
- An Academic Authority also lays down norms and standards of teacher qualification and training. Teachers in all schools will have to subscribe to these norms within five years.

<sup>2</sup> Marie Lall, *The Challenges for India's Education System*, 5 (2005),

<https://pdfs.semanticscholar.org/28a7/a16399764f61e91a0ae6c4d409e550bad9fe.pdf>. <sup>3</sup>*Id.*

<sup>4</sup>IPLEADERS, <https://blog.ipleaders.in/right-to-education/> (last visited March 29, 2018). <sup>5</sup>"India launches Children's right to education", BBC News(Mar. 29, 2018), <http://bbcnews.com>.

• The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right.

• NCPCR also invites all civil society groups, students, teachers, administrators, artists, writers, government personnel, legislators, members of the judiciary and all other stakeholders to join hands and work together to build a movement to ensure that every child of this country is in school and enabled to get at least eight years of quality education.<sup>6</sup> This Act is essential to improving each child's accessibility to secondary and higher education. The Act also contains specific provisions for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who have a disadvantage owing to social, cultural, economic, geographical, linguistic, gender or any such factor. With the implementation of this Act, it is also expected that issues of school dropout, out-of-school children, quality of education and availability of trained teachers would be addressed in short to medium-term plans.<sup>7</sup>

## V. Analysis of RTE Act, 2009:

### Impact of the RTE Act:

The RTE Act has been successful to some extent in meeting the goals for which it was made. Many states have achieved success in ensuring that the infrastructural requirements met by the school meet the infrastructural needs.

### RTE Implementation Status:

As per the June 2014 Report published by MHRD, GoI, the status of adoption of the Act by the states is as follows, which shows that the Central Government has successfully ensured most of the states follow the policies outlined in the Act.<sup>15</sup> This can be said based on the following data:

Sr. No.	Details	Number of states/ UTs	
		2009	2014
1	Constitution of SCPCR/REPA	11	33
2	Notification of state rules	15	34
3	Notification of academic authority	20	35
4	Policy on eight year elementary education	28	35
5	No detention	27	35
6	No corporal punishment	28	35
7	No board examination up to Elementary level	26	34
8	Banning Private tuition	10	35
9	Banning screening procedure and capitation fees	18	35
10	Working days notified	21	33
11	Decentralized grievance redressal mechanism		24
12	Local Authorities notified		31
13	% of school with SMC constituted		91
14	25% admission in private unaided schools at entry level		27

<sup>6</sup>ICBSE.COM, [http://www.icbse.com/right-to-education-act\(last](http://www.icbse.com/right-to-education-act(last) visited Mar. 30, 2018). <sup>7</sup>INDIA.GOV.IN ARCHIVE, <https://archive.india.gov.in/citizen/education.php?id=38> (last visited Mar. 29, 2018). MHRD, [http://mhrd.gov.in/national-policy-education-1986-modified-1992\(last](http://mhrd.gov.in/national-policy-education-1986-modified-1992(last) visited March 28, 2018).

*a) Enrolment:*

The RTE Act has been able to bring an improvement in the enrolment number of girls in the upper primary section. The percentage of girls' total enrolment in the upper primary has increased from 48 per cent in FY2009-10 to 49 per cent in FY2013-14. Also, the gender parity index (the number of females divided by the number of males enrolled in a given level) has increased from 0.93FY 2009- 109-10 to 0.95 in FY2013-14. The enrolment numbers for Children with Special Needs (CWSN) have grown to nearly twice the number in FY2009-10, and the annual dropout rate has considerably dropped from 9 per cent in FY2009-10 to below 5 per cent in FY2013-14. The Net Enrolment Rate (NER) in primary education increased from 84.5 per cent in FY2005-06 to 88.08 per cent in FY2013-14<sup>8</sup> Regional disparities across India are prominent, as per the latest reports. The All-India GER for primary schools is 101.36; it ranged between 80.59 per cent in Lakshadweep to 149.15 per cent in Manipur<sup>02</sup>. For states like Assam, Bihar, Delhi, Kerala, Odisha, Rajasthan and Tamil Nadu, the GER is 113.43, 97.96, 110.67, 95.42, 105.84, 101.53 and 102.56, respectively.<sup>01</sup> Given that different regions and states have other requirements, one act or scheme cannot be universalised. Systems must be modified per the requirements and the state's capabilities.<sup>17</sup>

No. Para	Indicator	FY2009-10	FY2013-14
1	Total enrolments primary	10,24,09,505	10,24,09,505
2	Total enrolments upper primary	6,48,27,415	6,48,27,415
3	% of girls to total enrolments primary	48	49
4	% of girls to total enrolments in upper primary	48	49
5	Gender parity index primary	0.93	0.95
6	Gender parity index upper primary	0.93	0.95
7	% NEP to Total Enrolment	95	95
8	% NEP to Total Enrolment	95	95
9	% of children to Total Enrolment	12	14
10	CWSN children with Special Needs Enrolment	14,02,817	26,02,907
11	Annual average drop-out rate primary	9.1	4.2

b)

*Infrastructure:*

There have been significant improvements in the schools when we compare the social infrastructure indicators in FY2013-14 to FY2009-10. Many schools still have not developed playgrounds, boundary walls and kitchen sheds. There has been a significant increase in the percentage of schools that are equipped with toilets for girl students, from 59 per cent in FY2009-10 to 85 per cent in FY2013-14, but there's still a long way to go to achieve complete compliance

<sup>8</sup> Education for All, Towards Quality with Equity, Ministry of Human Resource Development, GoI and NUEPA, First Edition August 2014.

Sl. No	Indicator	FY2009-10	FY2013-14
1	Number of elementary school(Government and aided schools)	11,20,968	11,61,788
2	Student Classroom ratio	32	28
3	% of primary schools with SCR=30(Govt. schools)	40	26
4	% of upper primary schools with SCR=35(Govt. schools)	38	31
5	% of schools with drinking water facilities	92	88
6	% of schools with girls' toilet facilities	59	85
7	% of schools with ramps	47	82
8	% of schools with playgrounds	51	88
9	% of schools with boundary walls	51	62
10	% of schools with kitchen sheds	43	75

Source: *Education for All*, Ministry of Human Resource Development, GOI(August 2014)

*c) Providing Quality Education:*

The aims of RTE are not fulfilled by further enrolment in schools. Because even after so many enrolments, there is no quality education. Despite high enrolments in schools, 50 per cent of children in

Sl. No.	Indicator	FY2009-10	FY2013-14
1	Number of elementary school(Government and aided school)	11,20,860	11,61,788
2	Student Classroom ratio	32	28
3	% of primary schools with SCR<=30(per school)	40	23
4	% of upper primary schools with SCR<=30(per school)	36	31
5	% of schools with drinking water facilities	83	86
6	% of schools with girls' toilet facilities	59	65
7	% of schools with ramps	47	42
8	% of schools with playgrounds	51	58
9	% of schools with boundary walls	51	62
10	% of schools with kitchen sheds	43	75

the fifth grade lack the reading skills expected of children in the second grade, as per the ASER report. The quality indicators indicate that most states have adopted the curriculum mandate under the RTE Act.<sup>03</sup> In government schools, 80 per cent of the teachers have the prescribed professional qualification to teach. However, the average attendance of students and teachers in primary and upper primary schools is still an area of concern.<sup>9</sup>

<sup>9</sup>Assessing the Impact of Right to Education, KPMG.com(March 2016),

<https://assets.kpmg.com/content/dam/kpmg/pdf/2016/03/Assessing-the-impact-of-Right-to-Education-Act.pdf>.

Sl. No.	Indicatr	FY2013-14
1	% of teachers with professional qualification in govt. school	80
2	Number of states with revised curriculum	33
3	Number of states with working hours as per the RTE Act	34
4	Number of states with instructional hours as per the RTE Act	34
5	Number of states implementing CCE	32
6	Average attendance % of students in primary	76
7	Average attendance % of students in upper primary	78
8	Average attendance rate of teachers in primary	84
9	Average attendance rate of teachers in upper primary	81

#### d) Quality of Teachers:

The teacher indicator indicates the increase in teachers working in government and aided schools. There has been a drop in the number of schools that do not fulfil the Pupil Teacher Ratio (PTR) as laid down by the Act. As mentioned in the RTE Act, the PTR ratio ensures that schools maintain smaller classrooms, enabling personal attention to each student by the teacher, which would serve as the basis of the Continuous and Comprehensive Evaluation policy. The percentage of primary schools that do not meet the PTR criteria has dropped from 46 per cent in FY2009-10 to 33 per cent in FY2013-14. For upper primary schools, the percentage has fallen from 36 per cent in FY2009-10 to 31 per cent in FY2013-14.<sup>03</sup> Yet; the number is still significantly high, which stresses the importance of hiring more human resources and hence, the need for quality teacher training institutes in the nation.

Quality is an integral aspect of the RTE Act. Part V of the RTE Act<sup>8</sup> specifies those terms under which the quality of elementary education is to be ensured, including a comfortable teacher-student ratio, curriculum reform and evaluation methods. But the success of these measures largely depends on teachers, and that is where the system is facing a problem. The teacher-student ratio in these schools follows RTE norms. But there is little awareness of curriculum reform and evaluation improvement. The method of teaching is also redundant and boring and lacks interaction.

#### (e) Social Inclusion:

Section 12(1)c of the Right to Education (RTE) Act mandates that all private unaided schools (except minority-run and boarding) admit at least 25% of their students in their entry-level class from socially disadvantaged and economically weaker groups.

UNESCO views inclusion as “a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning”. The foundation is based on the principles of inclusion set out in various international declarations.

Social inclusion can be studied through the following survey conducted by NUEPA:<sup>10</sup> In school A, the total strength of EWS children in all the classes was 191, of which 110 were boys, and 81 were girls. The class-wise proportion of boys and girls in the academic year 2013-14 is given in the graph below: FIGURE 1 Class-wise enrolment of EWS Children in School A in the Academic Year 2013-14 In School B, the total strength of EWS children stood at 208

<sup>10</sup>Assessing the Impact of Right to Education, KPMG.com(March 2016),

<https://assets.kpmg.com/content/dam/kpmg/pdf/2016/03/Assessing-the-impact-of-Right-to-Education-Act.pdf>.



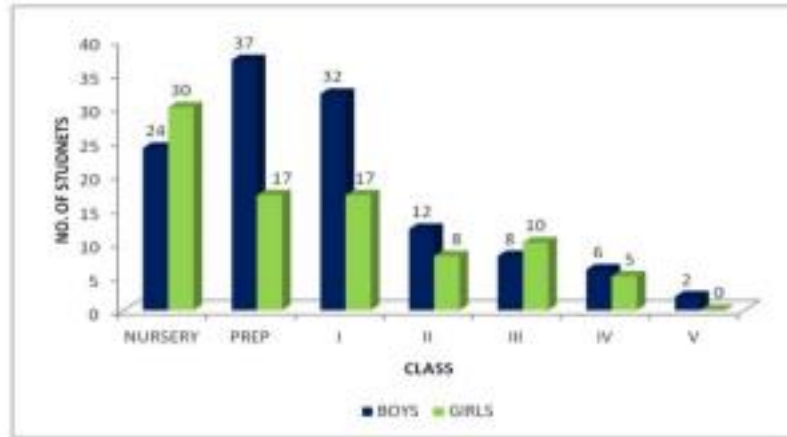
with 121 boys and 87 girls. The class-wise proportion of EWS boys and girls in the academic year 2013-14 is given below:

Figure 1: Class-wise enrolment of Economically weak children in School A in 2013-



14.

In School B, the total strength of EWS children stood at 208, with 121 boys and 87 girls. The class-wise proportion of EWS boys and girls in the academic year 2013-14 is given below: Figure 2: Class-wise enrolment of EWS children in School Bin for 2013-14.



Both the schools abided by the RTE Act and did not charge any tuition fee from the parents. The schools strictly followed the guidelines laid down in the act. The schools faced several challenges at various levels, like the lack of authentic documents, striking a balance between the economically weak sections and the other students, and many more. Teachers found it difficult as they felt the students could not cope due to limited exposure to English at home. These children felt isolated when they could not contribute during peer group interactions due to very different lifestyles back home. Teachers also noted that the students lacked self-confidence. They felt that the students had behavioural issues. They also thought that the students did not have adequate resources at home. As mandated by the Act, the 25% reservation clause adopted by 27 states/UTs has not been adequately understood. As per the RTE Act, a child in the EWS category has the right to gain admission into a neighbourhood private school against the 25 per cent criteria. Schools set down their selection guidelines for filling up these seats. In most cases, this critical clause has failed to create output because of the lack of awareness of such benefits among the disadvantaged sections of society. It does not specify on what selection criteria students from weaker sections would be granted entry with complete fee waivers into such unaided private schools.



The above figure indicates that Rajasthan and Chhattisgarh are the only states that have filled more than 50 per cent of their seats for EWS. Odisha has filled a meagre 2 per cent of the allotted seats for EWS in FY2013-14, and for Uttar Pradesh, the number is at 4 per cent of the assigned seats. Gujarat has seen a massive improvement in the same area, from filling 6 per cent of the available seats in FY2012-13 to 43 per cent in FY2013-14. On the other hand, for Tripura and Odisha, the number of filled seats in the category has decreased from 9 per cent and 57 per cent in FY2012-13 to 2 per cent and 38 per cent in FY2013-14, respectively.

**VI. Challenges in the Implementation of the RTE Act:**

*a) Infrastructural Lapses:*

The survey done in the Government Primary Schools of Mohali city schools revealed that no basic facilities are provided to children. The students sit on the floors, and there are no separate toilets for students in the thecpal does not have a different office. All primary schools could have no separate kitchen to prepare mid-day meals.

Another survey on 'Elementary Education in India', conducted by the National University of Educational Planning and Administration (NUEPA), adds to the fact that almost half of the recognised elementary schools in the country do not have separate toilets for girls.

It's a great challenge for the act to provide for infrastructural facilities. There is no clear demarcation between the responsibilities of the centre and the state, and it seems to be a challenge to work out the details.<sup>11</sup>

*b) Ensuring Quality Education:*

One of the primary objectives of the RTE Act is to provide quality education. According to official statistics, there has been substantial progress in increasing enrolment, with the national average now at 98.3 per cent (2009-2010). However, the attendance of pupils in classrooms has declined. In 2007, 73.4 per cent of students enrolled for Standards I-IV/V were present in class, which had fallen to 70.9 per cent by 2011 (EPW, 2012). Fayaz Ahmad (2009) came with the findings that despite the lack of staff in government schools, teachers remain absent on rotational bases. The Act says that no student would be dropped from school or not passed until 14. The bluntest finding of three consecutive annual statuses of education reports published by Pratham, a community based organisation, reveals that more than half of class V students across India's government primary schools can't read introductory class II textbooks. This raises the quality issues being compromised through the act.

He adds that classrooms are multi-grade due to teacher vacancies, teacher absenteeism and poor infrastructure in government schools, i.e. one teacher attends to children from different grades in a <sup>11</sup> *Id.*

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single classroom. Teachers' and students' school attendance is directly related to the quality of education. Thus, ensuring quality education is a big challenge in the implementation of RTE.<sup>12</sup> *c) Ensuring 25% reservation:*

The RTE Act, 2009 clause, 12 (1) (c) mandates for private schools to admit a quarter of their class strength from weaker sections and disadvantaged groups.<sup>13</sup>

The constitutional validity of this clause was challenged in the Supreme Court. Supreme Court upheld the validity of the act. The enrolment shown in schools was higher than it was. This was done to get mid-day meals for more and more children so that teachers could save some money to bear other hidden expenditures and avoid the rage of authorities for poor enrolment. It is challenging for the government to ensure 25% reservation.

By applying this clause, the government accepts that government schools cannot give good quality education. Instead of improving the standard of education in government schools, the government has shifted its burden to private schools.<sup>24</sup>

A well-supervised mechanism must be set up to ensure its fair implementation of the clause. Also, it is a challenging task to bring together children from varying economic and social backgrounds on the same platform.

*d) Eligibility Criteria:*

The major problem in the RTE Act is the eligibility criteria due to the data fudging prevailing in India, as mentioned by school principals who have experienced this. In reality, schools are faced with bogus certificates, fraudulently procured to get their children admitted through the RTE Act. Thus, the RTE Act fails to serve deserving candidates.

The government provides reimbursements to the private schools calculated on a per-child recurring expenditure basis and does not take into account the capital costs of setting up the schools. Hence, this leads to cross-subsidisation, where the private schools charge higher fees than the other 75 per cent of the students to compensate for the inadequate compensation provided by the government.

The disincentive is also the legislative hurdles in setting up the schools. To meet the demands, there is a need for investment in the education sector *Access to education:*

To provide access to education, the RTE 2009 mandates year-round admission, no screening and documents, no capitation fees, easy transfer certificate. As per the RTE Act, no school can deny admission or transfer certificates to any child. The investigator found that some students wanted to go to another government school in one of the schools. Still, they said neither the school where they were studying was ready to give them a transfer certificate nor the school where they wanted admission was willing to admit them. They all directed them to study in the nearest school *e) Teachers:*

Teachers are the cornerstone of good quality education. Teachers need to be paid market-driven compensation. The government has gone too far by prescribing salaries close to 20,000 per month. These wages are beyond line compared to the market wage of a teacher. A better mechanism would have involved schools being allowed to design their teacher salary packages and having the autonomy to manage teachers. The RTE Act lacks suitable disciplinary action. Such corrective action is necessary as an average of 25 per cent of teachers are absent from schools at any given point, and almost half of those present are not engaged in teaching activity.

<sup>12</sup> *Assessing the Impact of Right to Education*, KPMG.com(March 2016),

<https://assets.kpmg.com/content/dam/kpmg/pdf/2016/03/Assessing-the-impact-of-Right-to-Education-Act.pdf>. <sup>13</sup> Right to Education Act, 2009, §. 12(1)(c), Acts of Parliament, 2009(India). <sup>24</sup> *Assessing the Impact of Right to Education*, KPMG.com(March 2016), <https://assets.kpmg.com/content/dam/kpmg/pdf/2016/03/Assessing-the-impact-of-Right-to-Education-Act.pdf>.

*Teacher Training:*

The Act demands qualified teachers and also makes way for teachers to receive in-service training to enable them to acquire the required certifications within a period of 5 years. Most of these government schools had qualified teachers, they had little information about advances in different subjects, and they were not equipped to take corrective action as the law prescribes regarding CCE.<sup>14</sup>

*f) No Detention Policy:*

Section 16 of the RTE Act prohibits holding back and expulsion from school till expelling a child from school until the accomplishment of elementary education. The 'no detention' provision in the RTE Act does not mean that children's learning will not be assessed. The RTE Act provides continuous and comprehensive evaluation (CCE) procedures, enabling the teacher to determine the child's learning and performance constructively. Annual Status for Education Report (ASER) – Rural, 2012/26 also

states that enrolment levels have been 96% or more, but 58.3% of children enrolled in Class V (government schools across rural India) cannot even read Class 2 text 'whether students learn anything or not, they are going to be promoted to the next class as per the RTE Act. This is a severe challenge to the RTE Act as the motive is to ensure quality education.<sup>15</sup>

(g) *School Management Committees:*

To encourage parent and broader community participation in school monitoring and decision making, the ACT makes provision for schools to form a School Management Committee (SMC) with at least 75% of parents of children in the school, of which fifty per cent are to be mothers. SMCs are empowered to monitor the performance of schools and the use of government grants, prepare school development plans, and fulfil other functions prescribed by state governments. During three months of study, the investigator did not find any parent-teacher meetings or meetings of SMC members. In their informal talks, the Head teacher and other school teachers shared that 'parents are not interested in coming to school because for them coming to school simply means losing a day's salary'. So provision of SMC does not have any meaning for these schools where children are first-generation learners and where parents are daily wage manual labourers. On the other hand, studies show that communities can positively impact school effectiveness. Whatever research is available on community engagement shows that the community's active role in school improvement often leads to many positive outcomes, including improved student achievement. When schools involve families positively, rather than labelling them as problems, such schools can easily be transformed from places where only some students flourish to where all children do well.<sup>16</sup>

(h) *Age Appropriate Class Rooms:*

Act 8 provides children above six years who have never been admitted to any school or, having been accepted, have not completed elementary education and have dropped out, the right to be recognised to a class appropriate to their age for completing elementary education. The Act facilitates a child admitted to an age-appropriate class to be given Special Training to enable them to be at par with other children. The RTE Rules also state that children admitted after six months of the beginning of the academic session may be provided Special Training as determined by the Head Teacher of the school to enable them to complete their studies. The teacher of the investigated

<sup>4</sup> National Council for Educational Research and Training, National Focus Group on Examination Reforms, Position Paper (New Delhi, NCERT) (2005).

<sup>15</sup> *Annual Status of Education Report, rural (ASER) report*, Pratham, ASER Centre, New Delhi (2013). <sup>16</sup> Jamia Journal, <http://jamiajournal.com/2012/04/24/right-to-education-act-a-critical-analysis/> (last visited Mar. 29, 2018).

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school was unaware of what this particular training is and what constitutes this training. The investigator visited this school during November and February, so the students were already in their second semester. Some 4-5 children joined the school during this time, but the investigator did not observe any mechanism to check whether a new student needed special training; they were admitted to a class appropriate to their age. This is more or less true of other nearby schools also. In such a situation, when they are not even aware of the special training, expecting them to know who will impart the movement, where and how will be needless.<sup>29</sup>

## VII. Recommendations:

1. The Right to Education act should not be restricted to the age of 14 years. It should be raised to the secondary level or vocational level courses. The centre and the state government should introduce diplomas/degrees specialising in IT, media, entertainment, telecommunication, mobile communication, automobile, construction, food processing, etc.
2. CSS (Common School System) was essential for attaining equality decades ago. Still, nowadays, it should be changed into MSS (Model school system) based on the needs and demands of the city, where education should be given free of cost and on private institute patterns.
3. Parents must play an essential role in making RTE a significant success in India. They should be motivated through counselling and made aware of the RTE Act through media, hoardings, pamphlets campaigns, rallies etc. only then can we ensure a better future generation.
4. New state and central schemes like mid-day meal, SSA, and RMSA, along with world organisation UNICEF, play a vital role in increasing the enrolment ratio and providing primary education to Indian children. But these national and international agencies should target weaker sections of the society, economically backward, females and highly populated states of India as a top priority to improve the efficacy of this act.<sup>17</sup>
5. It is essential to involve local governing bodies too. The newborns and their records should be sent to nearby schools. After that, school authorities should follow up with the child and send the information for registration and admission to their parents without any discrimination or bias.
6. Provision for strict punishment regarding the violation of this Act should be made, and the responsibilities of state government, central government, parents, teachers, administrators, Owners of the school, children and society members should be fixed. It should be mandatory for all government employees, whether state or centre or person working under a centre or state sponsored agency, to send their children to government or government-aided institutes.

There is a need to adopt a holistic approach to education in India. The stakeholders in society should work together to reach this common goal of achieving quality education.

## VIII. Conclusion:

Indian children have a valuable right to receive free and compulsory education from 6 to 14. The government will bear all the expenditures of schooling.

The act has mandated that private schools reserve a quarter of classroom strength for deprived sections of society, which will change the structure of classrooms in elite schools to a school that is not yet enrolled. The government enacted and implemented the Act in the right spirit towards providing quality elementary education to all. There are many loopholes in the implementation of the act. There is a need to forge partnerships among state, school functionaries, voluntary agencies, parents and other stakeholders. Concerted efforts are required at all levels since isolated efforts do not bring the desired results. RTE is a welfare legislation and should be implemented smoothly.

<sup>17</sup> *Id.*