

Right to Education Standardized Testing of States in India and Challenges of Implementation

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ABSTRACT:

Elementary schooling forms the basis of mental development in a child, and equips him/her with the analytical skills, self assurance and potential which assist pave the way for a successful future for him/her. Hence, it is crucial for countries to focus their interest on supplying exceptional basic schooling to their youngsters and people, in particular to the underprivileged sections of the society and empower and furnish the masses with a first-rate and better schooling that can enable them to smash the shackles of poverty. With the formation of a free India, it was the vision of the then leaders of the kingdom to set up a policy which would grant free and compulsory education to teens between six to 14 years, and attain the mentioned goals within 10 years of the graduation of the Indian constitution.

However, we have embarked on the sixty-eighth 12 months and there's still a long way to go in phrases of gratifying the actual imaginative and prescient of an skilled and able India, where a fantastic schooling is not a privilege supplied solely to the elite class, but the proper of each and every infant born in this nation.

KEYWORDS: Compulsory Education, Enrolment Plans, Finance For States, Fundamental Right, School Management

I. INTRODUCTION

From 1950 to 2005, India's education sector witnessed enormous progress in terms of an number of institutions, rise in enrollments and participation for primary and secondary education, increase in the enrollment of girls and students belonging to the weaker sections of the society and growth in the number of teachers and training institutes since the formation of our Constitution.

The Gross Enrollment Ratio (GER) in primary education increased from 95.7 per cent in financial year 2000-01 to 116.0 per cent in financial year 2010-11 and then declined to 101.4 per cent in financial year 2013-14. Whereas, the GER in elementary education, declined from 104.3 per cent in financial year 2010-11 to 97.0 per cent in financial year 2013-14.

At present, the India's education sector is experiencing fast-paced growth with the advent of private participation in education. The CAGR (2008-2014) of the education sector, which can be split into early pre-nursary educational institutes, Vocational Education and Higher Education, together stands at 13 per cent, with K-12 CAGR at 13 per cent, Higher Education at 11 per cent and Vocational Education at 22 per cent¹.

¹KPMG in India's analysis based on research and industry discussions, February 2016

II. RESEARCH QUESTIONS

1. Whether the right to education act 2009, raised or compromised the quality issues?
2. Whether the objective of the act to provide free and compulsory education reached out to all states in equal basis?

III. HYPOTHESIS

- Policy discourse on education in India has moved from the question of “access” to “quality” of schooling. The notion of quality is undefined, yet a complex aggregation of characteristics including physical infrastructure, learning outcomes and efficiency have emerged as critical policy concerns. The paper further analyses the provisions of The Right of Children to Free and Compulsory Education Act, 2009 to understand if quality is provided for in the legislation and if so, in what manner. Finally, the paper comments on the gaps and potential of the legal provisions in answering the question of quality in education.
- Although most states have adopted the RTE Act, there are wide variations in the performance of individual states. India being a geographically large nation, the challenges faced by each state in the implementation of the Act is specific to its internal structure. In the following sections, we have tried to assess at how various states have performed w.r.t three important areas of the RTE Act, i.e. 25 per cent reserved seats in private unaided schools, percentage of out of school children, and learning outcomes.

IV. RESEARCH METHODOLOGY

The comparative analysis study with respect to implementation of the act in various states of India is based on Primary and Secondary data. Various techniques of data collection such as observations, interviews and online questionnaires were administered. Published reports, news reports of news channels, articles in journals and newspapers, websites, blogs were used.

V. REVIEW OF LITERATURE

- **Rai & Kumar** in their book entitled “**Right to Education: The Way Forward**” (2010) nicely sums up the silent features of the RTE Act, 2009 and its limitations, loopholes, criticisms and challenges before it and also the way forward as how to implement it successfully. The book is a roadmap for the successful implementation of the RTE Act in right spirit.
- **Niranjanaradhya, V. P.** authored a book entitled “**Universalisation of School Education — the Road Ahead**” (2004) to throw some reflections on the universalisation of school education in India, the book

advocates universal access, enrolment, retention, achievement and community participation and a relevant institutional structure to achieve the above.

- **Uma** (Research Scholar, Department of Public Administration, Punjab University, Chandigarh, India), in her research study *Right to Education (RTE): A Critical Appraisal* in **IOSR Journal Of Humanities And Social Science (JHSS)** attempted to find out the problem of execution of the right to education act in various states, concerning majorly towards the issue of Kerala and Tamil Nadu, along with this the scholar made a study which is a modest attempt to understand policy, programme and expected outcomes of an important educational intervention aimed at Universalisation of Elementary Education.

VI. BACKGROUND STUDY AND ROLE OF EDUCATION

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, was a consequential legislation that was passed to achieve the forecast that was envisaged under Article 21-A, which was inserted in the Constitution of India by the Constitution (Eighty Sixth Amendment) Act 2002 which stated that:

“The State shall provide free and compulsory education to all children of the age six to 14 years in such a manner as the state may, by law, determine.²”.

The RTE Act was a landmark step by the Government to provide every child the right to quality and equitable elementary education in a formal schooling system which would be of a certain acceptable standard and structure as laid down by the Act. The Act made it legally binding for state and local governments to follow the norms laid down under the legislated Act. The state can refuse to grant recognition to schools or withdraw recognition that has been conferred, for schools that do not adhere to the prescribed minimum quality, standards and rules.

However, an area of concern is the loss of focus on providing quality education, with the current focus and emphasis majorly targeted towards enrollment numbers and improving infrastructure standards of schools. The ability to reach the unreachable segments of the society with quality education that will bring about an equal education opportunity India for all, and not an India that is divided between the elite and the underprivileged, is yet to be achieved. India, being at the starting of economic growth, and its demographic arguably at its peak with nearly 63 per cent of the population between the age group of 15 to 59 years,³ it will be a challenge for the country to effectively utilise this huge population in the next few decades. India became one of 135 countries⁴ to make education the fundamental right of every child when the RTE Act was passed by the Indian Parliament

²<<https://www.lawteacher.net/free-law-essays/administrative-law/right-to-education-under-indian-constitution-administrative-law-essay.php>> accessed on 20 March,2019

³<http://finmin.nic.in/press_room/2015/FM_preBudget_SocialSector.pdf>, accessed on 2 March 2019

⁴<<http://www.thehindu.com/news/national/india-joins-list-of-135-countries-in-making-education-a-right/article365232.ece>>, accessed on 2 March 2019

on 4 August 2009. This year, we have completed almost a decade since the Act came into effect on 1 April 2010 and now we can sit back and take stock of the progress and ponder over the success stories that the Act has achieved in previous nine years. Also, more importantly, we must analyse where the Act has failed to significantly impact and the reasons thereof, so we can strengthen the dream of a literate and educated India, where every child in the nation has the fundamental right to education.

- **RIGHT TO EDUCATION UNDER INDIAN CONSTITUTION**

Education comprises of both- intrinsic as well as instrumental values. It is an end in itself as well as means for the development of human and the society. Education helps in enhancing the inherent dignity of individuals and his attitude towards the society. The intrinsic value of education was acknowledged and emphasised by Bhartruhari in the "*Neethishatakam*" as early as in the 1st Century B.C.⁵

Bhartruhari declared that education is the special manifestation of man and can be treasured without fear of loss. Education is god incarnate and secures honour at the hand of the state. And also the transformation from a beast into a man is caused by education. The Indian civilization has acknowledged education as one of the pious obligations of the human society. Establishment of education institution and endeavour towards proper administration of the same are considered to be religious and charitable object.⁶

- **RIGHT TO EDUCATION IN THE CONSTITUENT ASSEMBLY DEBATE:**

The British government in its early degrees of government did not exhibit much pastime in sponsoring the educational institutions in India. The want for educating the masses was once then again acknowledged via the country wide leaders. Serious debates and discussions were held to impervious the function of proper to schooling in the Constitution of India. Right to schooling did not tightly closed a function inside Part III of the Constitution at some point of its drafting and subsequent enactment in 1950. It was instead secured below Part IV of the Constitution thereby protecting the state from any proceedings in absence of the enforcement of right to education.

The initial framing of Article 36 of the Draft Constitution, which presently forms Article 45 of the Indian Constitution, was observed to be problematic. Right to schooling was once deliberately made a phase of Part IV of the Constitution which varieties the Directive Principles of State Policy. DPSP forms the pious obligations of the state and is not enforceable in the court as provided under Article 37 of the Indian Constitution. The framers were aware that if education is made a part of fundamental rights, then it would open the floodgate of numerous

⁵<<https://www.lawteacher.net/free-law-essays/administrative-law/right-to-education-under-indian-constitution-administrative-law-essay.php>> accessed on 4 april, 2019

⁶<<http://www.researchfront.in/21%20APR-JUNE%202016/7.pdf>> accessed on 4 april, 2019

claims⁷.

VII. IMPACT OF THE RTE ACT :

• CASE STUDY AT SCHOOL

An analysis of Outcomes in India's Implementation of the Right to Education Act, Woodrow Wilson School of International and Public Affairs, accessed in February 2013 The impact of the RTE Act can be understood from the fact that India was reported to have the largest number of illiterate adults in the world at 37 per cent of the global total in the year 2014. This shows the disparity that still exists with regards to the access to education in the nation, pointing to the fact that the provisions of the Education Act have failed to target those in the society who need it the most. According to *UNESCO's 11th Education For All (EFA) Global Monitoring Report 2013-14*⁸, the poorest young women in India are projected to achieve universal literacy only by 2080, whereas the richest young women in the nation have already achieved it.

Though there has been an increase in the enrollment rates in schools, quality of learning has been diminishing. Various reports and studies reveal that there has been a decline in learning outcomes since the enactment of RTE Act. This has also been proved by The Annual Status of Education Report (ASER) 2014 by education non-profit Pratham, which clearly spells out that learning outcomes in reading, writing and arithmetic in state-run schools is poor. At this point, we need to divert our attention from enrollment rates, infrastructure etc. to learning outcomes to ensure the young generation get access to quality education.

The RTE Act has met with success in meeting some of the desires with which it started out in the year 2010. Many of the states have been profitable in making sure that the colleges meet the infrastructure requirements as prescribed. As per the June 2014 Report posted with the aid of MHRD, Government of India, the popularity on adoption of the Act by using the states is as follows, which shows that the Central Government has been successful in ensuring most of the states follow the policies outlined in the Act.

• UNRECOGNISED SCHOOLS AND LOW-COST PRIVATE SCHOOLS

The RTE Act does not grant recognition to schools if they do not meet the standards as per the Act and the Act mandates the closure of such unrecognised schools. The low fee private schools produce higher learning than state schools. Thus, closing down of such schools will be a huge blow to the vision of education to all.⁹ Various states have prescribed exclusive rules, norms, standards and prerequisites for imposing the RTE Act

⁷<<https://righttoeducation.in/sites/default/files/1.ISCA-RJES-2013-007.pdf>> accessed on 20 March 2019

⁸<<http://timesofindia.indiatimes.com/india/In-India-poor-kids-are-illiterate-despite-4-years-of-education-Unesco-report/articleshow/29524124.cms>>, accessed on 2 March 2019

⁹<<http://blogs.timesofindia.indiatimes.com/toi-edit-page/schooling-without-learning-how-the-rte-act-destroysprivate-schools-and-destroys-standards-in-public-schools/>>, accessed on 2 March 2019

for personal schools. However, such norms are not solely restrictive but also infeasible for low the low-fee or lower priced personal schools, which constitute the majority of personal colleges in the country. Several quality less expensive schools have also been closed down due to one or the other technical issue. There is no denial of the fact that the learning consequences in these colleges are higher, but mere closing of such faculties is denying adolescents their right to education, which is the essence of the RTE Act.

Also, the government schools being kept outside the purview of this mandate is not seen as a right step by many as confirmed by our industry discussions. Such steps will not ensure fair competition among the private and public players, and in India, where private players are an important contributor, it could discourage them from setting up innovative, efficient and cost effective centres. It was estimated that almost a fifth of the schools in our country are unrecognised. However, these schools are an important part of the social milieu and the education ecosystem¹⁰. The abrupt closing of such schools will render many school going kids out of a school and new entrants will find it difficult to gain admission since the government's premise that existing government schools can be made suitable to ensure absorption of students losing their school because of this policy as well as the new entrant seems unrealistic.

The treatment given to the Kendriya Vidyalaya, Navodaya Vidyalayas and Sainik Schools, which the government has assigned to the 'specified category' has also been criticised. The government's actions have been perceived by many as demoralising to the private sector with prohibitive policies, thereby creating impediments for the growth of the sector.

- **STANDARDS AND REGULATIONS FOR A SCHOOL UNDER THE RTE ACT**

Apart from making free and compulsory education a fundamental right for every child, the Act lays down specific guidelines for schools. The Act prescribes the following standards and regulations as compulsory to ensure the goals of the RTE Act are met¹¹:

- A child must be admitted in an age appropriate class and in order to be at par with others, has the right to receive special training as may be prescribed.
- A school to be established in neighbourhood, as may be prescribed, within a period of three years from the commencement of the Act.
- The Central Government and State Governments shall have a concurrent responsibility to provide funds for carrying out the provisions of this Act.

¹⁰<<http://www.newindianexpress.com/editorials/Show-Intent-to-Make-Right-to-Education-Real/2015/03/27/article2731560.ece>>, accessed on 2 March 2016

¹¹<<https://rotaryteach.org/Summary%20of%20RTE%20Act.pdf>> accessed on April 10, 2019

- Private schools to reserve at least 25 per cent of the strength of the class for children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory education till completion.
- No school or person shall, while admitting a child, collect any capitation fee and subject the child, or his or her parents or guardian/s, to any screening procedure.
- No child admitted in any school shall be held back in any class or expelled from school till the completion of elementary school.
- No school, other than a school established, owned or controlled by the appropriate government or local authority, shall be established or function, without obtaining a certificate of recognition as may be prescribed. In case a school is established before the commencement of this Act, it shall take steps to fulfill such norms and standards at its own expense, within a period of three years from the date of commencement.
- All government and aided schools shall set up a School Management Committee consisting of elected representatives of the local authority, parents of children admitted in such schools and teachers, with 75 per cent members as parents or guardians.
- Any person possessing minimum qualifications as prescribed shall be eligible for appointment as a teacher. If a teacher at the commencement of this Act does not possess the minimum qualifications, he or she shall acquire such minimum qualifications within a period of five years.
- While laying down the curriculum, the academic authority shall ensure comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

The RTE Act clearly specifies the minimum standards every school should meet with respect to infrastructure and human resource requirements.

VIII. STATUS OF STATES UNDER THE RTE ACT

Although most states have adopted the RTE Act, there are wide variations in the performance of individual states. India being a geographically large nation, the challenges faced by each state in the implementation of the Act is specific to its internal structure. In the following sections, we have tried to assess at how various states have performed w.r.t three important areas of the RTE Act, i.e. 25 per cent reserved seats in private unaided schools, percentage of out of school children, and learning outcomes.

Reserved seats for Economically Weaker Section (EWS) The mandate for reservation of 25 per cent seats in private unaided schools for EWS groups was a major step to bridge the gap between the quality of education

offered by the government and private players. However, this requires a deeper scrutiny in terms of how eligible children will be selected, what is the criteria for EWS status, who decides these criterias and whether it is being implemented.

The definitions of disadvantaged groups and weaker sections has been defined under Section 2, Clauses (d) and (e) of the RTE Act as:

- **DEFINITION OF DISADVANTAGED GROUPS AND WEAKER SECTIONS**

Disadvantaged sections

‘A toddler belonging to deprived groups’ refers to ‘a infant belonging to a Scheduled Caste, Scheduled Tribe, a socially and educationally backward classification or such different group having hazards owing to social, cultural, economical, geographical, linguistic, gender or such different fact, as can also be exact through the terrific Government, by using notification’

Weaker sections

‘A toddler belonging to weaker section’ refers to ‘a child belonging to such dad or mum or guardian whose annual profits is decrease than the minimum restrict certain by way of the gorgeous Government, by using notification’.

However, the floor realities are unique and number states observe their own parameters whilst determining the EWS status. Himachal Pradesh rules, 2011, specifies that young people belonging to SC/ST/OBC/BPL or with disability would be viewed as disadvantaged. Madhya Pradesh and Rajasthan have comparable guidelines. On the different hand, Andhra Pradesh has a different, well defined eligibility criteria for EWS. Further, there is additionally a need to hold the information of teenagers with the aid of the neighborhood authority, thru a family survey. Various country regulations do now not even specify which organisation or authority would maintain these records. Considering the current extend in the enrollment numbers in non-public colleges in city as nicely as rural India, and parents’ choice for non-public schools in anticipation of better fantastic education, personal schools are increasingly more becoming an vital stakeholder in Indian Elementary education landscape.

However, although some states have been successful in imposing the 25 per cent criteria, there are some states that have failed miserably.

- **A CLOSER LOOK AT SOME STATES**

Madhya Pradesh

In Madhya Pradesh, the accountability is vested in the palms of Jan Shikshak or Cluster Resource Centre

Coordinator (CRCC), whereas in Rajasthan this is being taken care via Block Elementary Education Officer (BEEO). In Himachal Pradesh, the School Management Committee (SMC) is required to send these files to the nearby authority. Some country rules does now not even specify the title of the authorities reliable who would maintain a song of such records. This is a count of remarkable concern, as these information would form the foundation of the admission of teens under the EWS category. Variations have additionally been found even in phrases of provisions of entitlements for EWS youth throughout states.

In Madhya Pradesh country guidelines there is no such specific definition of what youth are entitled to in non-public schools, whereas Andhra Pradesh, Bihar, Maharashtra, Rajasthan do point out in their kingdom rules. However, exceptional states have exceptional entitlements for EWS children. For e.g. private faculties in Rajasthan ought to furnish textbooks, uniforms, library, ICT facilities, sports etc., whereas, colleges in Maharashtra are no longer entitled to supply ICT facilities, sports activities etc. Though such versions are obvious in a sizable united states of america like India, the various ranges pose a large project to the implementation of this Act.

Odisha

Odisha is one of the states which has now not been capable to growth as per the RTE Act mandate. In 2015, ninety two per cent of the faculties did no longer meet the prescribed standards. Around 6 million youth are out of school (OOSC) and a majority of these youngsters belong to minority groups. The Grievance Redressal Mechanism is not useful which renders action towards non-compliance infeasible. The contemporary schooling situation in the country is as follows:

- 23 per cent of the government colleges in the country do no longer have rest room for boys and 14 per cent do no longer have toilets for girls.
- 3% of faculties do no longer have consuming water facilities
- 82 % schools have no electrical energy facilities.
- 17,060 basic colleges are besides ramp facilities, 17,949 basic schools besides boundary partitions and 12,093 fundamental faculties besides kitchen sheds.
- There are 2857 single study room basic colleges and 3440 single teacher fundamental schools.
- The variety of private colleges in the country is increasing at a fast pace.

Kerala

Kerala claims to have carried out an average PTR ratio of 26:1 which is higher than the mandate. The country authority draws a difference between the division-based PTR ratio of 45:1 in Kerala and the 30-35:1 ratio mandate for the complete school, declaring that they have already achieved a higher than the required mandate

for standard PTR. The infrastructure services in most of the colleges have already been developed according to the standards laid down in the RTE Act.

However, confronted with the challenge of allocating funds for building and deployment of instructors as per the fundamental classification of the RTE Act, the Kerala authorities order states that upper primary schools with Class V will be designated as decrease and upper primary schools, and high schools with classification VIII will be exact as higher primary and high schools, which is in deviation of classification I to V as lower important and Class VI to VIII as upper primary Kerala, due to its excessive degrees of literacy even before implementation of the Act is a position model for the nation. This, however, has given upward jab to concerns over the devolution of funds below the Act.

The nation has already performed the universalisation of education up to sixteen years of age and has taken steps in the path of imparting free schooling till higher secondary levels. The provisions of the RTE Act, in such situations, reasons administrative troubles and creates extra fees for the country

Delhi

Delhi, is now not barring its drawbacks and criticisms on the implementation of the Act. According to Delhi NGO JOSH (Joint Operation for Social Help), which is a Youth Initiative that runs a public cognizance programme in East Delhi and a phase of the RTE Forum, schools in the National Capital lack in many aspects. The survey carried out by using JOSH had enlisted 60 volunteers for the survey and blanketed 1823 households and 46 schools in 9 districts. Also, JOSH had pointed out the discrepancies in reports by DISE and JOSH, which suggests a lack of a sturdy monitoring and evaluation channel to take inventory of the modifications that the RTE Act has introduced into the civil society.

According to JOSH reports released in March 2014,10

- Forty three per cent of the kids stated they had no functional loo in their school.
- Forty seven per cent of the children agreed they had no smooth drinking water in their school.
- Eighty per cent of the dad and mom responded that they do not complain even though they have grievance, because of the lack of a Grievance Redressal Mechanism.
- Ninety five per cent of the mother and father responded that they have no notion about the formation of SMC and that it exists solely on paper.
- Twenty 5 per cent of the young people referred to that they had been requested to pay from their pocket for things like ID cards, PTA funds, exam fees, etc
- The presence of OOSC teenagers was once said to be high in many areas with Rithala basti being the highest.

- 5Quality of educating remained an trouble with 28 per cent kids declaring they could now not recognize simple mathematics.

IX. CHALLENGES IN THE IMPLEMENTATION OF THE RTE ACT

Despite the progress and improvement in the facts in the 4 extensive areas as noted above, which can be termed as some of the success that the RTE Act has achieved, the fine of education in the country is still now not at par with the anticipated standards of great education. A minimal benchmark is important which has now not been cited in the RTE Act. The principals whom we interviewed advised that a basic format and a shape must be given to faculties to keep first-class of education. The provision of satisfactory education desires to be the precedence of the government. The notion of excellent education is very notional in the RTE Act and wishes to be revised.

The percentage of youngsters with studying skills as per their standard of find out about is significantly low, and greater so amongst the rural faculties vis-à-vis the city schools. Even in urban faculties the learning requirements of the economically disadvantaged businesses are an awful lot decrease than the rest. Thus, the Act has now not been able to adapt to the wishes of a divided and differentiated Indian society. The Act is excessively input-focused rather than outcome oriented. A excessive enrollment ratio, better infrastructure, PTR (Pupil teacher two ratio) alone can't justify the higher cause that training will play in state building.

What is required is an Act that focusses now not simply on the inputs, but additionally on quality output. Despite substantial efforts through Central as well as State Governments in enforcing the insurance policies laid down in the Act, there have been a variety of dimensions of the Act which have been severely critiqued as being hazardous to the profitable implementation of the Act.

No detention policy

The 'no detention' policy, which states that no child until class VIII can be held back or expelled from school, was introduced as part of the RTE Act with the ambitious goal of providing an environment for the stress free and holistic development of a child, has come under severe criticism by the states. It is critiqued by many that policies like these work only on paper, as policy makers fail to envision the ground realities and hurdles in their implementation¹².

The no detention policy, however, was meant to help the student learn in a stress free environment, but it has actually defeated that purpose by decreasing the motivation of students for learning. If schools or a state cannot even detain 5 per cent of academically backward students each year, this will lead to an unwelcome load of at

¹²<http://www.dnaindia.com/opinion/column_sibal-s-kiss-of-deathr_1385602>, accessed on 2 March 2016

least 40 per cent (in some schools 60 to 70 per cent) of poor performing students reaching standard IX. The end result will be that these academically backward.

- **RECOMMENDATIONS**

Spread awareness

Raising awareness among parents regarding the potential benefits of the RTE Act is critical for raising the education standards of the masses.

Decentralise accountability and provide clarity on roles

RTE should be decentralised and to avoid ambiguity in the roles of SMCs, state government and local authorities, the Act should clearly demarcate the roles and responsibilities.

Fix the income limit for the EWS category

Each and every state should notify an income limit as it is not possible to dictate the determinants for income limits in law. If the minimum income limit is not specified by the authorities, private unaided schools will also not be able to determine the eligibility for admitting children against the EWS category.

Conduct orientations for admission procedures

To ensure that the admission procedure is not partial and the method of selection is unbiased, an orientation programme should be conducted for the management and teachers who are involved in the admission process of the respective schools.

Improve the physical infrastructure and human resources

Even today there are schools which do not have infrastructure facilities like toilets, proper buildings, drinking water facilities, playgrounds, etc. There is a need to improve the infrastructural facilities to ensure that a child attends school.

Cover children below six years and upto 18 years of age

Covering of children below the age of six, is important in building a strong foundation for learning on which an elementary education can be built. Age group up to 18 years should be included which would reduce social taboos in India like early marriage especially of the girl child and build the nation's biggest asset i.e. skilled manpower.

X. RESEARCH QUESTIONS

Whether the right to education act 2009, raised or compromised the quality issues?

The Right to Education Act is deemed to be excessively input-focused as a substitute than outcome-oriented. The invoice guarantees for the admission of the children, but does not promise the fine of education. The Act, alongside with other government initiatives, is has honestly succeeded in attracting adolescents to schools however presenting fantastic training is a very distant dream.

Under the RTE Act, the Continuous and Comprehensive Evaluation (CCE) is the evaluation mechanism for elementary education. It means an evaluation of a exceptional variety (e.g., paper-pencil test, drawing and reading pictures, and expressing orally) which is one-of-a-kind from the common device of examinations. But on the ground it has been taken to imply absence of evaluation, which is absolutely erroneous. It has been pointed that the CCE has now not been effectively implemented or monitored. Experts opine that appropriate sketch of assessment and then using this facts can radically assist enhance the high-quality and innovation in terms of teaching and learning.

The Central Advisory Board on Education (CABE, 2014) has advocated introducing a complete performance administration gadget that would consist of all teachers, faculty headmasters, and branch officials; it would be linked with pupil studying outcomes. Such measures of school accountability already exist internationally. For instance, in the United States, beneath the ‘No Child Left Behind Act’ policy, schools are required to do annual assessment of mastering consequences in reading and arithmetic for students from training three to eight . If the school fails to achieve minimum test scores then the accountability of worried people is decided, after which non performing teachers or the headmaster may get eliminated from the job, college administration might also see restructuring or closure, and in the worst case college students are given choice to transfer to every other school.

Whether the audit authority of the act reached out to all states on equal basis?

The authorities auditor has come down heavily on the Centre and States for failing to put in force the Right to Education Act (RTE) in its entirety. The CAG, in its record on Implementation of Right of Children to Free and Compulsory Education Act, 2009, has determined several lacunae related to monetary management and implementation of the Act. “Retention of huge balances by the State Government, 12 months after year at the close of each monetary year used to be indicative of bad inside control. Unutilised grants at the shut of every year ranged between ₹12,259.46 crore and ₹17,281.66 crore in 35 States/ UTs,” the report said. Further, it found that the the closing and opening balance showed giant mismatch. Further, the auditor has stated that Ministry of Finance has not adhered to the expenditure norms for launch of dollars below thirteenth Finance Commission, ensuing in quick release of dollars of about ₹1,909 crore to 15 States. RTE, which assures free get entry to to education to all children in the 6-14 years age group, requires everyday household surveys to be

performed to make sure implementation. However, the auditor noted that 21 States/Union Territories (UTs) had no longer carried out the surveys to replace the archives of children.

“Data captured underneath Unified District Information System for Education (UDISE) for determining vital performance warning signs such as enrolment, retention, drop-out etc was once incomplete/ inaccurate,” it delivered in the report. The auditor observed that the information gathered under UDISE did not tally with the records accumulated through the Audit during physical verification of take a look at checked faculties in at least 18 States/UTs. Several irregularities were mentioned via the CAG in contravention of the RTE Act. Five States did not grant transport, aids and appliances to kids with special needs, 5 States did no longer grant pre-school education, unaided colleges had been running besides recognition; poor pupil-teacher ratios had been considered in 11 States, instructors had been deployed for non-education purposes; and irregularities have been noted in procurement of books, uniforms and computers, as nicely as in compensation to unaided schools.

XI. CONCLUSION

The impact of the RTE Act can be understood from the fact that India was reported to have the largest number of illiterate adults in the world at 37 per cent of the global total in the year 2014. This shows the disparity that still exists with regards to the access to education in the nation, pointing to the fact that the provisions of the Education Act have failed to target those in the society who need it the most. According to UNESCO’s 11th Education For All (EFA) Global Monitoring Report 2013-14, the poorest young women in India are projected to achieve universal literacy only by 2080, whereas the richest young women in the nation have already achieved it.

Though there has been an increase in the enrollment rates in schools, quality of learning has been diminishing. Various reports and studies reveal that there has been a decline in learning outcomes since the enactment of RTE Act. This has also been proved by The Annual Status of Education Report (ASER) 2014 by education non-profit Pratham, which clearly spells out that learning outcomes in reading, writing and arithmetic in state-run schools is poor. At this point, we need to divert our attention from enrollment rates, infrastructure etc. to learning outcomes to ensure the young generation get access to quality education.

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