

A STUDY OF IMPLEMENTATION OF RIGHT TO EDUCATION (RTE) ACT, 2009

**SYNOPSIS OF THE Ph.D. THESIS
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Guide

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1. INTRODUCTION

Education plays an important role in the individual, social and national development. A sound and effective system of education result in unfolding the learners' potential, enhancement of the competencies and transformation of their interest, attitude and values. Those who get education can significantly contribute to their families and society in their developments, thus creating a stable and stimulating community. Education helps countries to grow economically since it is about getting knowledge and being able to apply the gathered knowledge judiciously to our lives together with improving other people's lives. When we communicate and share our opinions with other people from different countries and cultures, it widens the horizons and helps us in better understanding about each other. Educated people are treated as equals irrespective of their caste, race, gender or religion. It teaches us to lead the life in harmony. The National Knowledge Commission stressed the need of establishing the educational institutions and enhancing the access of quality education at all levels. The Millennium Development Goals (MDG) and 'Education for All' (EFA) movement in the world have accelerated the efforts of the government, especially in developing countries for 'Universalization of Elementary Education' (UEE). India has been striving hard with various policies and programs, but, the country faces certain issues which are primarily related to access to education, quality, equality and equity.

The international commission on education for the twenty first century (1993-96) appointed by UNESCO considered various aspects of education needed for the 21st century. The four pillars are, I. Learning to know which means providing that education which will benefit throughout the life. II. Learning to do which means not only acquiring vocational or occupational skill but also to learn to solve problems and learn to work in group and learn team spirit. III. Learning to live together which means developing understanding between social groups, working on different projects together, solving conflicts between. IV. Learning to be. Education not only shapes the behavior of the individuals but also helps in the transformation of rich cultural heritage to the next generation. When the purpose of education is modification of behaviour and it teaches people adaption in society, it becomes his duty to pass it on to the benefit of human kind. Therefore, society establishes and develops institutions for achieving the modification of behavior and passing on cultural heritage to the successive generation. These agencies of education carry out the function of imparting knowledge. A child may receive

education in a formal or informal manner through these agencies. Formal agencies are the institutions and organizations set up by the society deliberately with the exclusive aim of imparting definite part of knowledge in a fixed environment. They have clearly defined objective, definite curriculum, fixed place, time, teachers and students. They have a definite evaluation system also to measure their level of understanding. Here, everything is pre planned. School is one such place of formal education.

Formal education through schools remains unique with its advantages. Attending school gives an opportunity to the child to mingle with the children of his/her age which is very important in the development of personality and individual skills. When children converse with their peers, they learn how to make personal decisions and choices. Along with classroom interactions, they are able to participate in various activities and games. Learning to adjust with friends helps them to learn the lessons of adjustment in the society, which in turn make them emotionally healthy and independent. Thus, education proved to be very essential for the development of an individual. In India, there are different types of schools based on the levels of education, ownership of the institution and based on educational board affiliations.

1.1 STRUCTURE OF SCHOOL EDUCATION SYSTEM IN INDIA

The New Education Policy (NPE) 2020 brought changes in the structure of school education to 5+3+3+4 structure covering children of age group 3-18 instead of the 6-14 years system that existed. This change brought the children of age group 3-6 years also under the school curriculum which has been accepted globally as a very important stage in the development of a child. The first five years of school constitutes the 'foundation stage' consisting of play based learning, including three years of pre-primary school, class 1 and 2. The next three years are divided into a preparatory stage from grade 3 to 5 where children get acquainted with different subjects. The policy encourages the teaching up to grade 5 in mother tongue but no language is imposed on the child. This is followed by three years of middle stage that is from grade 6 to 8. Here the students are introduced to learning and discussion on different subjects with more abstract concepts. New subjects such as coding and computational thinking are introduced at the middle level. Finally, the secondary stage which consists of four years of interdisciplinary study where children learn with deeper depth and critical thinking and with choice of subjects. NEP 2020 proposed an examination system to assess various aspects of development, knowledge, skill and its applications rather than rote learning, aiming a 360 degree assessment. Prior to NEP 2020, Indian school education system had four stages: lower primary, upper primary, Secondary and Higher Secondary School Education. The schooling lasted for 12

years, following the 10+2 structure. Pre-primary education is provided by private schools and government ICDS (Anganwadi) centres. In addition to that, there were some ECCE (Early childhood Care and Education) centres which ran under Sarva Shiksha Abhiyan (SSA, 2001). Pre schooling consisted of Play schools (for children of age 18 months to 3 years) and Kindergarten (lower kindergarten and upper kindergarten). Primary school education was divided into two; Primary schooling from first to fifth grade (6 to 10 years) and Upper primary schooling from sixth to eighth grade. Secondary school education consists of two years of lower secondary and two years of higher secondary education. The lower secondary education is of ninth and tenth standard (14 to 16 years). Higher secondary school education or senior secondary education consisted of two years of higher secondary education, which started at approximately 16 years and ends at 17 years. The National Council of Educational Research and Training is the apex body for the development of school education in India. The NCERT provides support and technical assistance to a number of schools in India and overseas in many aspects of enforcement of education policies.

As per ownership, schools are divided into Government educational institutions, Local body institutions, Private aided Institutions and Private unaided institutions. Government educational institutions are run by the central government or state government, public sector undertaking or autonomous organizations and are fully financed by the government. Examples of these types of schools are state government schools, Kendriya Vidyalayas, Ashram Schools, Navodaya Vidyalaya, Sainik Schools, Military Schools, Air Force Schools and Navel Schools. The local body institutions are run by the concerned municipal committees/ corporations/ NAC/ Zilla Parishads or Panchayat Samitis. Private aided Institutions are managed by private trusts but receive regular maintenance grant from the government, local body or any other public authority. The rules and regulations followed are the same as that of public schools. The curriculum, study materials, syllabus, examinations, etc. are also as per the government rules. For the higher classes, exams are also like that of public schools. Private unaided institutions are managed by an individual or private organization and they do not receive any grant from the government, local body or any other public authority. The fee structure is also not same as that of other institutions. They usually have their own curriculum and organize examinations for evaluating the student competency.

As per educational board affiliations, educational institutions can be categorized on the basis of educational board affiliations as Central Board of Secondary Education (CBSE), Council of Indian School Certificate Examinations (ICSE), State Government Boards, National Institute of Open Schooling, etc. Some international boards like, International Baccalaureate

Organization (IBO) and Cambridge International Examinations (CIE) are also followed in India.

1.2 ELEMENTARY EDUCATION IN INDIA

The objectives of National Education Policy, 2020 were aiming at transforming and improving the quality of elementary education in the country. The objective of elementary education is universal access and participation: ensure equitable access to quality education for all children in the age group of 3 to 18 years. NEP 2020 stresses the importance of a strong foundation in early childhood and integrated early childhood care and education (ECCE) into formal learning, promoting play based learning and ensuring access to quality preprimary education to children of age 3 to 6. Thus elementary stage consists of foundation stage (3 to 8 years), preparatory stage (8 to 11 years) and middle stage (11 to 14 years). The foundation stage consists of activity based learning focusing on ethics, personal and public hygiene, behavior, teamwork etc. preparatory stage is a transition from play based learning to more formal learning. During the middle stage, focus is on subject learning and learning of abstract concepts in science, mathematics, social Science and humanities. The policy introduced a flexible and multidisciplinary curriculum for elementary education. It promotes an activity based learning approach to enhance critical thinking and problem solving skills among students. It is the foundation stage of a child when the physical, mental, emotional, intellectual and social development is laid. Thus it is important that the foundation is laid strong. Moreover it is very important in removing illiteracy, thus making it vital in the efficient functioning of the democratic institutions. Thus elementary education has proved to be very essential for the development of the individuals. It contributes at the micro as well as macro level.

Universal Elementary Education has been the focus point in many major international conferences. Many projects were started at international level for the attainment of Universal Elementary Education. Education For All (EFA) is a global movement led by UNESCO, UNDP, UNFPA, UNICEF and World Bank in 1990 aiming at learning needs of children, youth and adults by 2015, 'accelerating progress towards quality universal primary education'. It aimed at bringing the benefit of education to every citizen in every society. At the World Education Forum (Dakar, 2000), 164 governments agreed to the commitment to achieve EFA. They identified six goals to be achieved by the year 2015. In 2000, 189 countries and their partners adopted the two EFA goals that align with Millennium Development Goals (MDGs) which refer to universal primary education and gender parity. The Millennium Development Goals (MDGs, 2000) were the eight international development goals for the year 2015 that had

been established after the millennium summit of the United Nations in 2000. An important development goal among the eight goals was to achieve universal primary education- that is by 2015, all children (both girls and boys) complete a full course of primary schooling, both enrolment in primary education and completion of primary education. It also stressed on gender equality by maintaining the ratios of girls and boys in all levels of schooling. The Sustainable Development Goals, (SDGs) are the collection of 17 global goals set by United Nations in 2015 to succeed the Millennium Development Goals (2000) which ended in 2015. One of its goals was to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. A lot of progress has been made in the access to education, especially at the primary school level for both boys and girls. Access does not always mean enrolment of children or completion of primary school; children fail to meet the minimum proficiency even after the completion of primary education. Thus the target is to ensure that, by 2030, all girls and boys complete free, equitable, and quality primary and secondary education.

Universalization of Elementary Education implies elementary education for all without any kind of discrimination on the basis of caste, creed, sex, religion or region. This concept accepts that education is the birth right of every child. In order to achieve the goal of UEE and balanced regional development through education, importance of micro planning is emphasized in major programs and policies. Universalization of Elementary Education involves three stages, a) Universal Access b) Universal Enrolment and Retention c) Quality Education.

1.3 MAJOR RECOMMENDATIONS OF POLICIES FOR ELEMENTARY EDUCATION IN INDIA

There are evidences that show that educational policies existed during 1000 AD itself when Aryans settled in India. But, till British period, there were no efforts for universalization of education; instead most of the educational institutions were the monopoly of a particular group which was on the basis of caste and gender. During the renewal of the Charter of East India Company, they decided to frame an educational policy that became the base for a clear educational policy in India. The result of this was Wood's Education Dispatch (1854) which was later described as the 'Magna Carta of English education in India'. It recognized the responsibility of government for elementary education in vernacular medium. The education commission of 1882 (Hunter Commission) made significant contribution by suggesting transferring of responsibility and control of elementary education to the local community. At elementary level, the commission recommended the training of teachers to raise the standard

of primary education. It promoted the role of government responsibility for education. .In 1911, an Elementary Education Bill (Gokhale's Bill) was introduced to establish compulsory elementary education as a state responsibility. Hartog Committee Report on Education (1929) also recommended compulsory Primary education. It stressed on quality improvement at primary rather than increasing the number of primary schools.

At the time of independence when Central Advisory Board of Education (CABE) was set up, there started discussion on a provision for free and compulsory education till the age of 14 years which was later included in the Directive Principles of state policy of Indian constitution. The goal was to achieve universal elementary education by 1960. The constitution of India which came into existence in the year 1950 clearly stated the policy of free and compulsory education without any discrimination which will be the responsibility of both the centre and the state. Indian Education Commission (1964 – 66) popularly known as Kothari commission suggested provision for the programme for universal enrolment and to establish primary schools within the distance of 1 km and upper primary schools within 3 km from the home of a child. It suggested a) Internal transformation b) Qualitative improvement c) Expansion of educational facilities. The National Policy on Education (1968) recommended total reformation and aimed at extending education to all sections of society. The policy suggested compulsory education as proposed in the constitution. Major changes in the primary education were brought by National Policy on Education, 1986. Its major objective was to provide education to all sections of society like, scheduled castes, scheduled tribes, other backward classes and women, who were deprived of educational opportunities for centuries. Both the NEP and its PoA highlighted the need for providing quality education to the hard-to-reach, marginalized and disadvantaged group of children.

The enactment of the Right to Education Act (RTE) and the introduction of the New Education Policy (NPE) 2020 are the two important milestones in India's education policy landscape over the last two decades. The RTE describes the modalities of free and compulsory education for children in the age group of 6-14 years and improving the quality of education. On the other hand, the NPE tries to introduce global education patterns in Indian education system and provide students with a more holistic education. The National Education Policy (NPE), 2020 was released on July 30, 2020. Key recommendations of the NPE include: (1) redesigning the structure of school curriculum to incorporate early childhood care and education, (2) curtailing dropouts for ensuring universal access to education, (3) increasing gross enrolment in higher education to 50 percent by 2035, and (4) improving research in higher education institutes by setting up a Research Foundation.

At the macro level, there are three clearly identifiable challenges in India's school education system- inequitable access to education, out of school children and poor learning outcomes. The NEP states that the Right to Education Act, 2009 could attain universal enrolment to an extent in elementary education, but retaining children for continuing in school remains a challenge for the system. As per the data of 2015-16, Gross Enrolment Ratio was 56.2 percent at the senior secondary level which is much less as compared to 99.2 percent at the primary level. Data for all groups show a decline in GER as we move from primary to senior secondary for all groups. This decline is especially high in the case of Scheduled Tribes. So, the recommendation of NEP is to strengthen the existing schemes and policies targeted for socio-economically disadvantaged groups, to tackle dropouts. Further, it recommends setting up special education zones in such areas where the proportion of such disadvantaged groups is significantly high. To make education more inclusive, The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18 and aims to bring Gross Enrolment Ratio (GER) to 100% by 2030. The NEP 2020 recommends open schooling system to bring the out of school children back into the mainstream,. Thus the New National education Policy also align with Right to Education to make the education system in India meet the needs of the 21st century and the Sustainable Development Goals 2030. The NEP 2020 is the education policy of the 21st century when came after the release of National Policy on Education (NEP), 1986. The five pillars of this policy are Access, Equity, Quality, Affordability and Accountability. This aligns with the 2030 agenda for Sustainable development and aims to transform India into a global knowledge superpower.

Right to Education Act, 2009 can be considered as the most important step towards the attempt of providing quality education to marginalized section of society. Later, NEP 2020 was brought in with a hope of strengthening the provisions as well as the spirit of the RTE Act, introducing new dimensions in keeping with India's national and international commitments. The National Education Policy 2020 strengthens the RTE Act 2009 as it takes care of the needs of the major stakeholders of education- the students, teachers and parents. Emphasis is given to imparting education through mother tongue of the child which promote easier learning and better understanding. The students will be taught via modern pedagogies and a lot of importance is given in providing technical skills to children. Introduction of greater flexibility in the choice of subjects, curricular, co-curricular and extra-curricular, sports and vocational crafts would help students to progress at their pace and in their own area of interest. The teachers will be better trained and teacher training curriculum will be reviewed. The parents get access to better institutions for admission of their child along with the financial assistance from the government

for the same. RTE aims to provide equitable access to quality education and the NEP strengthens the educational infrastructure, especially in the rural areas. Sufficient care is taken in RTE Act and NEP 2020 to ensure that rural areas are also self-reliant in providing education to the rural population.

1.4 FLAGSHIP PROGRAMS IN INDIA AND THEIR CONTRIBUTIONS

Many different projects were initiated by the central as well as different states for the promotion of educational sector and to improve access to quality elementary education and Universalization of Education. Operation Black Board (OB) is a centrally sponsored program which was started in 1987, to supply the bare minimum crucial facilities to all primary schools in the country. In the ninth five year plan, the scheme was extended to all upper primary schools as well with some additional provisions. Shiksha Karmi Project (1987) was an educational program to address the factors led to the educational backwardness in the state of Rajasthan. Minimum Levels of Learning (MLL, 1990), was an attempt to combine quality with equity. Lok Jumbish Programme (1992) was founded on the principle of autonomy, decentralization and gender sensitivity, addressing the learning needs of rural children of Rajasthan. District Primary Education Program (DPEP) which was launched in 1994 is a centrally sponsored program to strengthen the primary education system in India and achieve the objective of universalization of primary education. The scheme adopts a holistic approach with provision for universal access, retention, improve learning achievement and reduce disparities among social groups. Its major objectives were, to reduce dropout rate, to reduce the disparities in gender and to improve the level of learning achievement. Mid-Day Meal scheme (MDM), 1995 is a program of government of India, in which government provides free food grains to the children studying in primary and upper primary level of schools which was aimed at boosting up Universalization of Elementary Education initiatives by increasing enrolment, retention and attendance. Sarva Shiksha Abhiyan (2001) was initiated by the government to carry forward the constitutional commitment to provide equal educational opportunity to all. It is a Flagship Program for the achievement of Universal Elementary Education in a time bound manner, as mandated by 86th Amendment to the constitution of India making free and compulsory education to all children of age group 6-14 as a fundamental right. The scheme aims to improve enrolment, retention and the quality education to enable children to achieve grade appropriate levels of learning. The Kasturba Gandhi Balika Vidhyalaya Scheme (KGBV, 2004) was launched by the government of India in August 2004 for setting up residential schools at upper primary level for girls belonging to the SC, ST, OBC and minorities in difficult areas. The objective of KGBV is make sure the access and quality education to all the girls from

disadvantaged groups by arranging residential schools at upper primary level. All these various programs also contributed in the effort towards aim of universal education in India.

1.5 HISTORY OF RIGHT TO EDUCATION ACT, 2009

Access to high quality elementary education is the fundamental right of every citizen. The enactment of the Right of Children to Free and Compulsory Education (RTE) Act 2009 is a step towards this. The 86th amendment, 2002 made three specific provisions in the Indian constitution for the realization of providing free and compulsory education to children between the age of six and fourteen years as a fundamental right. History of RTE Act, 2009 goes back to time when Gopal Krishna Gokhale presented the Free and Compulsory education Bill in the imperial Legislative Assembly. Inclusion of education as a fundamental right was discussed during the drafting of the constitution, but the proposal was placed in the category of Directive principles of state policy. The Indian education commission (Kothari Commission) 1964-66 and National Policy on Education 1968 reviewed the status and recommended for equalization of educational opportunities. Acahrya Ramamurty Committee sought the first recommendation for the inclusion of a fundamental right to education in 1990. The legal breakthrough came in 1992 in Mohini Jain Vs Karnataka case when the Supreme Court held the view that the Right to Education is associated with the fundamental right enshrined in the constitution that every citizen has the right to education. The Supreme Court reconsidered the same judgement in the case of Unnikrishnan Vs State of Andra Pradesh (1993) and stated that, though right to education is not stated in the constitution directly, it is implicit in the fundamental right to live with dignity given in the article 21 when it is considered in concurrence with the directive principle on education as in Article 41. The bill introducing free education was first drafted in 2003 and then presented to MHRD in 2005. In 2008, Union Cabinet approved and presented it in Rajya sabha which passed it in July 2009. Rajya sabha passed it in August 2009 and it got presidential consent in 2010.

Table: 1. Chronological events leading to the RTE Act, 2009.

YEAR	EVENTS
1906	Gopal Krishna Gokhale's plea to the imperial legislative council for free and compulsory education.
1917	The first law on compulsory education passed (Patel Act)
1918-30	Compulsory education act in the British Province of India

1930	Hartog Committee for quality education
1944	Sargent Plan for achieving UEE (Universal Elementary Education) by 1984
1948	The United Nations adopted the Universal Declaration of Human Rights, UDHR and declared education as a fundamental Right in Article 26.
1949	Advisory Committee rejected free and compulsory education as a fundamental right and defined it as 'Directive principle of state policy'
1950	Article 45 of the Directive principle of state policy of the newly adopted constitution of India assures free and compulsory education for all the children until completion of 14 years.
1975	Central government declares primary education as a joint responsibility of the centre and state and puts it on the 'Concurrent list' in an amendment (42 nd) to the constitution.
1990	Acharya Ramamurty's first official recommendation to include education as a fundamental right.
1993	Landmark judgement in Unnikrishnan J Vs state of Andra Pradesh held the view that education is a fundamental right when connected with Article 21.
1997	83 rd Amendment bill was introduced in the Raja sabha proposing the introduction of Article 21 A
1999	Tapas Majumdar Committee was set up which encompassed insertion of Article 21A
2003	First draft of the Right to Education bill circulated for public review
2005	Redraft of the bill by Central Advisory Board of Education (CABE) Committee and its submission to MHRD.
2008	Right of Children to Free and Compulsory Education Bill introduced in the Rajya Sabha and the bill refereed to the Parliamentary standing committee.
2009	Rajya Sabha cleared the bill with minor changes to the 2008 draft bill

	On August 4, the Lok Sabha clears the Bill. President of India permits the Bill on August 26 and brings the bill into force as an Act.
2010	The Right of Children to Free and Compulsory Education came into force on 1 st of April.

Thus the Right to Education which gives the right to gain education to every child born in India was evolved. This Act helped the children to get education to develop their skills for a better future. It provided a concrete constitutional provision for education as their birth right. The Right to Education is the most important reformation in the Indian Education system.

1.6. RTE IMPLEMENTATION IN GUJARAT

Gujarat Right of Children to Free and Compulsory Education Rules, 2012 came into force in Gujarat on February 2012. The main objective of RTE implementation in Gujarat is to provide education to each and every child of the state under the Right to Education Act, 2009. Under this scheme, every private school has to keep a separate quota for economically weaker section students so that each and every child can get an education despite their financial condition. The scheme is meant to improve the literacy rate and standard of living among economically weaker sections. The students also become self-dependent. Under this scheme, government provides free education for children of such families who are from economically and socially weak background. The state government provides free education for government schools and also provides Rs. 13,000/ for private school students. Student assistance of Rs. 3000/- is given to the student getting the admission under RTE decided by the state government for the purchase of uniform, shoes, books, transportation charge and school bag and the things ancillary to the study. The student whose presence in the school is 80% or more only shall be eligible for this assistance. If the attendance is less than 80%, the student shall not be eligible for the assistance. If the guardian of the student admitted under RTE has to relocate within the district or any other district in case circumstance, then the school change under RTE is done at the district level. The school must be registered under RTE Act 2009 to get the benefits.

- Under section 12.1.C of RTE Act, 2009, the process of admission for children belonging to weaker and disadvantaged group in Std-1 in recognised private elementary schools in the state on 25% seats is being carried out from the academic year 2013-14.

- As per section 12.2 of RTE Act-2009, the schools which are giving admission under provision of RTE act -2009 Section 12.1.C are reimbursed at the extend of Rs. 10,000/- per child per annum by state government form academic year 2013-14 to 2020-21.
- From academic year 2022-23 state government increased the amount the amount of fee reimbursement from Rs. 10,000/- to Rs. 13,675/- for the schools which are giving admission under the provision of RTE Act-2009 section 12.1.C
- Student assistance Rs. 3000/- per child per annum are paid by state government to children belonging to weaker and disadvantaged group which are enrolled in Std 1 in recognized private elementary schools under the provision of section 12.1.C of RTE Act,2009 from the academic year 2015-16.

(Source: Dept. of Education, RTE Section, Govt. of Gujarat (2023))

Table: 2. Procedure required for RTE Admission

Admission Priority List	Documents needed for RTE Admission in Gujarat	Eligibility Criteria
<ol style="list-style-type: none"> 1. Orphan child 2. Child in need of care and protection 3. Children belonging to Child care institution 4. Child labour / children of migrating labourers 5. Mentally challenged/ child cerebral palsy/ CWSN 6. ART therapy treatment seeking children (HIV) 7. Children of martyr soldier 8. Single girl child category 9. Children studying in Anganwadi under state government authority 10. BPL children of given category (SC/ST/SEBC/General) with points 0 to 20 11. SC/ST 12. SEBC/ OBC 	<ol style="list-style-type: none"> 1. Student's recent passport size photo 2. Adhaar card of the student 3. Parent's Adhaar Card and other ID 4. Student's Birth Certificate 5. One Address proof 6. School Admission Receipt 7. Family Income Certificate 8. Self-Attested Document 9. Bank Passbook Copy 10. BPL Ration Card, etc 	<ol style="list-style-type: none"> 1. The student's age must be above 5 years and below 7 years. 2. The applicant needs to be citizen of Gujarat state 3. The applicant's parent's annual income must not be above INR 68000 per annum (for General Category) 4. Income criteria for SC/ST Category INR 2 Lack per annum 5. Income criteria for Backward class Category applicant is INR 1 lack per annum. 6. Children are allotted seats through online admission process as per admission criteria category, income and school selected by applicants in the distance range of 0-1 Km and 3-6 Km from each participating schools.

1.7. MONITORING MECHANISM FOR THE IMPLEMENTATION OF RTE

For the proper implementation and success of any program, a good monitoring system is very important. The purpose of monitoring is to keep a track on the implementation of the program and its outputs systematically, and also to measure the effectiveness of the programs. The National Commission for Protection of Child Rights (NCPCR) at national level and The State Commission for Protection of Child Rights (SCPCR) or REPA (Right to Education Protection Authority) are at state level have been mandated to monitor the implementation of RTE Act. Its function is to examine and review the safeguards for rights provided by this act and enquire into complaints relating to child's right to free and compulsory education. The NCPCR has the power of the civil court. It performs the following functions,

- a) It investigate and review the guards for rights provided by or under this Act and recommend measures for their proper implementation;
- b) Inquire into complaints related to child's right to free and compulsory education; and
- c) Take necessary steps as provided under section 15 and 24 of the Commission for Protection of Child Rights Act.

National Advisory Council at national level and State Advisory Council at state level with persons having knowledge and practical experience in the field of elementary education and child development is constituted to advise the central and state government respectively on the implementation of the provision of the act in an effective manner. A special toll free helpline is given to register complaints. NCPCR 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 moment to ensure that every child of this country is in school and enabled to get at least eight years of quality education.

1.8 COCEPTUAL FRAMEWORK OF THE STUDY

Right to Education Act, 2009 provides a legal framework which entitles all children of age group 6-14, free and compulsory education, attendance and completion of elementary education. It has become the right of children to get education of equitable quality based on the principle of equity and non-discrimination. RTE Act (2009) has become a constitutional right with the inclusion of Article 21 A in the constitution with the eighty sixth amendment. Article 21-A incorporates the words 'free and compulsory'. By 'Free education' means that no child

shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. The term 'Compulsory education' puts the responsibility of providing and ensuring admission, attendance and completion of elementary education by all children in the 6-14 age groups on the government and local authorities. Thus it becomes the obligation of the central and state government to implement this fundamental right as mentioned in the Article 21 A of the Constitution, in accordance with the provision of RTE. India became one of the 135 countries to make education a fundamental right of every child, when the act finally came in to practice in April 2010.

The RTE Act makes the provisions for the right of children to free and compulsory education in a neighbourhood school till the completion of elementary education. As per RTE Act, 2009, a primary school is provided at a distance of 1 kilometre and an upper-primary school is provided at a distance of 3 kilometres, though the states have notified different neighbourhood norms of their own as per their requirement. Government also provides various facilities to students at all levels in order to ensure high enrolment and quality of education including scholarships and teacher training. The Act clarifies that free and compulsory education has become the obligation of the government. No child can be held back, expelled or required to pass a board exam till the completion of elementary education. It makes provision for a newly admitted child to be admitted in an age appropriate class. It lays the duty of providing free education on government, local authorities and parents, sharing finances between centre and state governments. It clarifies the standard and norms related to teacher student ratio, infra structural facilities, school working days and teacher working hours. It ensures that the teacher student ratio is maintained in each school and not at the district and state level, preventing urban- rural imbalance in teacher postings. It prohibits teacher being appointed for other duties other than census, election and disaster relief. It makes the provision for the appointment of qualified and trained teachers in schools. Norms and standards of teacher qualification and training are clearly laid down in the Act.

The Act prohibits physical and mental harassment, screening procedures during admission of children or parents, donation, capitation fee, private tuition by teachers and running schools without recognition. It provides for the development of curriculum in accordance with the values enshrined in the constitution. The act recommends a provision for establishment of commissions to monitor the implementation of the act. Section 21 mandates that the state government, local bodies and government aided Private schools to constitute School Management Committee (SMCs) which consists of representatives of the local authority, parents or guardians of the children admitted in such schools and others, for carrying out

various duties. The SMCs are supposed to make sure the enrolment and continued attendance of all children from the neighbourhood of the school. It should ensure the all-round development of the Child, building of child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety, through a system of child centred learning. The appropriate government shall prescribe the curriculum and evaluation procedure on the basis of specified norms. The National and State Commission for protection of Child's Right shall be constituted to examine and review the safeguards for the rights of the children. The National and State Advisory Council shall be constituted for advising the government about implementing the provisions of the Act in an effective manner.

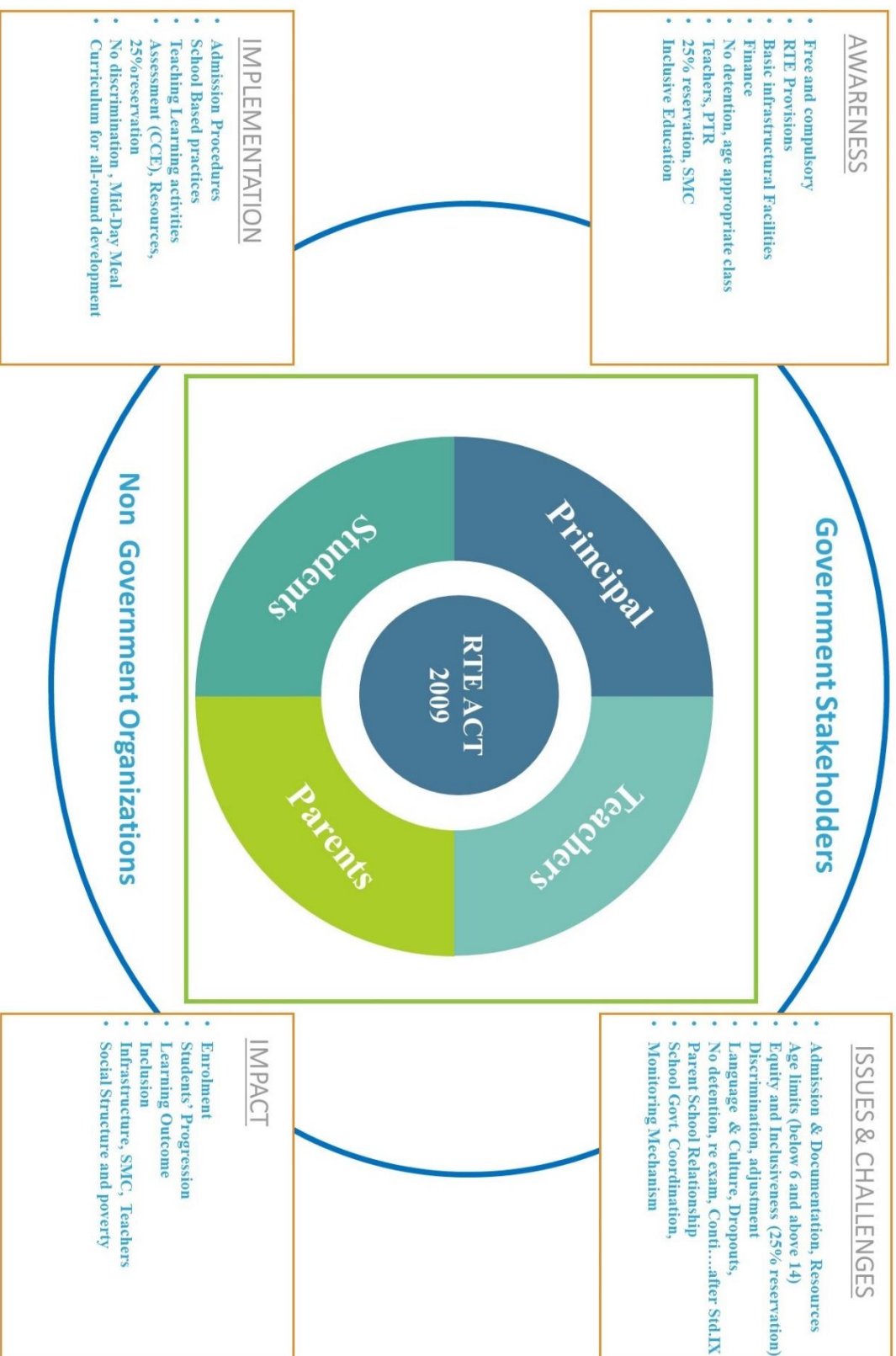
The section 12(1)(c) of the RTE Act instructs the non-minority and the unaided schools to keep aside 25% seats for unprivileged children of society through a random selection process. Government would fund for the education of those children. No seat in this quota is allowed to be left vacant. These children admitted in this quota will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools(unless the per learner costs in the private schools are lower). All private schools have to apply for recognition, failing which they will be penalized as per the laid down norms. It allows parents to send their kids to schools of better quality. It puts students from the economically weaker sections and disadvantaged groups among the relatively privileged children of rather sound financial background. This mix up goes a long way towards inclusive education making all children more pro-social and accommodative, without affecting their academic outcomes. The RTE Act is the first legislation that puts the responsibility of ensuring enrolment, attendance and completion on the government.

The Right to Education Act 2009 prohibits detention of children till they complete elementary education i.e. till class 8. The Right of Children to free and compulsory Education (amendment) act, 2019 amended this provision to state that a regular examination will be held in class 5 and class 8 at the end of every academic year. If the child fails in the exam, he will be given additional instruction and take re-examination. If he fails in the re-examination, the centre or state government may decide to allow schools to detain the child. It also says that no child shall be expelled from the school till the completion of elementary education. The provision to section 23(2) of the Act had specified that all teachers at elementary level who, at the commencement of this Act, did not possess the minimum qualifications as laid down under the RTE Act, need to acquire these within a period of five years i.e. 31st March 2015.

The study of implementation of Right to Education revolves around the four stakeholders of the Act: principals, teachers, students and their parents along with the government machinery. The four variables of the study include the awareness of the stakeholders about the provisions of the Act, the status of implementation of the Act, impact of its implementation and the issues and challenges pertain to the implementation. The major provisions of the RTE Act includes, free and compulsory education to all the children of age group 6 to 14, provision for neighbourhood schools, prohibition of capitation fee, prohibition of screening procedures for admission, prohibition of detention, expulsion, and corporal punishment, provision for age appropriate class, norms and standards related to infrastructure facilities, qualification and duties of the teachers, pupil teacher ratio, constitution of School Management Committee, implementing child centred and activity based curriculum, reservation of 25% seats in private schools, monitoring mechanism and sharing financial and other responsibilities by central and state government.

Figure: 1. The following diagram shows the conceptual framework of the present study.

CONCEPTUAL MODEL OF THE RESEARCH STUDY



Conceptual framework of the study is prepared by keeping the objectives in mind. The researcher adopted mixed method by conducting both qualitative and quantitative analysis to reach the conclusion. The researcher adopted different methods like document analysis, questionnaire, interview and focus group discussion to collect data needed for the study. The data was analysed separately for articulating the findings of the research.

2. THE REVIEW OF RELATED LITERATURE AND ITS IMPLICATIONS

Researcher reviewed several research studies in the area of education system in general and on educational policies in particular. The reviewed study includes the studies on universalisation of education, various programs for universalisation in India, awareness about RTE Act, implementation of RTE Act in different states and in various types of schools, impact and issues and challenges in its implementation. Some of the works were related to the provisions of the RTE Act 2009 and availability of infrastructure facilities in schools. Researcher found that some studies were conducted critically analysing the act and also to know the different aspect related to the implementation of the Act at the elementary level in different parts of India. A few works were on the legal aspects related to the elementary education. A total of 35 studies were reviewed to find out the gaps and trends in both conceptual and methodology.

Four studies reviewed by the researcher were related to universalisation of elementary education and efforts for universalisation of education before and after India's independence. Reviews conducted on universalization of elementary education revealed that there is huge increase in the number of primary and upper primary schools. There is increase in overall enrolment, enrolment of girls, enrolment of SC and ST, increase in the number of teachers but at the same time there was considerable number of drop out also experienced in different parts of the country. Poverty, illiteracy of parents, parental indifference, and lack of motivation among children, poor health and illness are found to be some of the major external reasons. The internal reasons are, defective curriculum, inadequate physical facilities, defective teaching method and defective evaluation system Mahapatra, R. (2007) and Dave. S (2010). The researcher concluded that Universalisation of Elementary Education was an unfulfilled agenda in India. According to Trivedi. S (2009) there was a rise in the enrolment and retention rate of girls in the schools. Kaushal, M. (2012) summarized in the study that the intentions of government in engineering a social revolution by the RTE continue to be a mere wishful thinking if the issues like upgrading infrastructure, enhancing teacher quality and promoting educational attainment in public schools etc. are not addressed.

Some of the works reviewed by the researcher were on the status of implementation of different provisions in the RTE Act 2009. Awasthi. K (2009) stated that community participation was only ornamental and there is a need for orienting the members of the school committees regarding this. It was seen from the study of Barman, P. & Mandal, S., (2015) that the Act ensured the right to education for the students of all sections of society. The research conducted by Prakash, U (2020) showed that quality education with the minimum level of learning could not be achieved even after the implementation of various policies and programs like SSA and RTE. The study of Singh, S. (2010) revealed that as the unrecognised schools are not taken in to account, such schools cannot have an impact on the actual policymaking process and outcomes. Parents are not properly informed whether the school is recognised or not. The study of Kaushal (2012) discussed some of the challenges and psychological insecurity of children going to private schools under the provision of 25% reservation, the teacher student ratio which is not properly maintained, lack of proper training to the teachers etc. Many studies mentioned various challenges in the implementation of RTE Act, 2009 like the lack of proper infrastructure facilities in majority of Grant in aid schools compared to private schools, improper teacher – pupil ratio, quality of teachers etc. General opinion was that universal access to primary education needs proper implementation of RTE Act, 2009 and still there is a lack of proper implementation. Khosla. D (2014) stated that the challenges still exist in the case of infrastructure, teacher- student ratio, teacher qualification etc. The study of Rani, I (2018), Srivastava, A.P (2019) and Kumar, A.R. (2020) highlighted the need for development and improvement in infrastructure facilities and that the non-teaching work like survey work, election duty badly affect the teaching work.

The studies reviewed by the researcher to know the awareness, implementation, impact and the issues and challenges gave a deep insight into the present status of implementation of RTE Act 2009. The study of Sharma, M (2016) showed that Government school teachers and principals had better knowledge about the level of RTE formulation in India. Nagaraja, P. (2017) viewed that most of the officials were aware about the different aspects of RTE act, 2009 and the Act was fully implemented in all talukas in the district of study. The study of Singh, J.B (2021) revealed that there were no favorable level of perception for the stakeholders towards the implementation of RTE Act 2009. Sahoo, D. (2016) stated the lack of government schools in the area of study and thus children are deprived of education. It was found that the Mid Day Meal program achieved success in alleviating classroom hunger and persuading poor families to send their children to school. Thus the program increased enrolment and attendance rate and reduced dropout rate and shown improvement in retention. (Chauhan, S. 2011). The research

conducted by Sharma, M. (2016) showed that both government and private school teachers have a fair idea about the act. The study of Ruchira, G. (2020) revealed that RTE definitely made school accessible to this group of marginalized children. *The study of Chauhan, P. A. (2022)* to understand beneficiaries and their participation in schools under RTE Act 2009 in Vadodara city, showed that most of the beneficiaries belonged to SEBC category and they don't face any discrimination in schools. Several researchers have concluded that there is a long way to go to achieve universalization of education and to provide quality education in the country. These studies helped in forming a better understanding about the situation prevalent in India in the field of elementary education till the implementation of the act and after that. The review of related literature gave the researcher an in-depth knowledge on the history and back ground of the formulation of Right to Education Act 2009, along with conceptualizing the research questions and taking decisions with respect to the methodologies for the study. At the same time, the researcher felt the need for the study to in the area of RTE as there were still unexplored realm in the implementation of the act. The need of awareness of the functionaries and their perception on extend of implementation and its feasibility are to be studied to know the status of the Act. When the Act gives the right to the underprivileged section of the society to study in the institutions along with the privileged group, leading to an inclusive society, the class room situation is worth studying to know the level of access, equity and quality in education. Moreover participation of the beneficiaries was also a matter to be studied. Most of the researcher adopted survey design but the researcher of the present felt the need for a combination of various designs for an in-depth study. The in-depth study on the functionaries and beneficiaries would help all stake holders, the policy makers and the school curriculum development process.

RATIONALE OF THE STUDY

Development of the country is possible only when its citizens are educated and enlightened and are able to make use of the scientific and technological development happening around. Development of human resource through education brings prosperity to the country. Universal Declaration of Human Right, 1948 declared that 'everyone has the right to education'. The Right to Education has been recognized as a human right by International Covenant on Economic, Social and Cultural Rights which recognizes a right to free, compulsory education for all. But, as per the Global Education Monitoring Report 2016 published by UNESCO, 61 million children do not have access to education and 758 million adults in the world are illiterates as they never got the opportunity for education. And as per the Global Monitoring Report (2020), an estimated 258 million children, adolescents and youth, or 17% of the total

are not in school. In order to align with the universal goals, India also declared its goal of universalization of education. Right to Education is a strong step in the history of education in India in terms of state's commitment to provide quality elementary education to all. With RTE Act 2009, India also declared Right to Education as their fundamental right without any discrimination and with equal status. In a country with a lot of diversity, no one should be left behind. The constitution also guarantees that any section of citizen residing in the territory of India having distinct language, script or culture of its own shall have the right to preserve that. Towards Quality with Equity (MHRD) published by NUEPA, New Delhi states that the approach to educational development is based on the four mutually supporting strategic priorities, often referred to as Es. These are Expansion, Equity and inclusion, Excellent and Employability. It states that the focus on equity and inclusion is on bridging the gender and social category gaps in participation in education. It also envisages approaches that helps to meet the learning needs of diverse groups of pupils and provide opportunities for all learners to become successful in their learning experiences. The National Policy on Education (NPE) 1986 and Sarva Shiksha Abhiyan (SSA) envisaged improvement in quality of education to achieve essential levels of learning. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 lays down the duties of the government and local authority to ensure that good quality elementary education conforming to norms and standards is provided. In this context, the investigator is interested in examining the RTE Act, 2009 from the point of universalization of elementary education.

For the proper implementation of the RTE Act 2009, to bring all the children to classroom requires a lot of social, political, economic reforms. Proper implementation and success calls for creating necessary infrastructure facilities skilled teachers, and conducive classroom environment. RTE Act 2009 mandates minimum infrastructure facilities needed in schools, as facilities in schools decide the quality of education provided. A general study about the schools show that there is a vast difference between the schools managed by the private groups and schools managed partially or fully by the government regarding the infrastructural facilities and the technology they adopt. In this context, government made it compulsory to allocate 25% seats for economically disadvantaged group in privately managed schools. At the same time, both granted and non-granted schools might face a lot of challenges while introducing the new concept in their schools. Along with that continuity in education is also challenge faced in the education sector. The UDISE+ 2021-22 data show that in India, the dropout rate is highest at the secondary level, with 12.6 percent, followed by upper primary with 3 percent and primary with 1.5 percent. The data reveals that the average dropout rate for girls in primary school is

1.4 percent, compared to 1.6 percent for boys. In upper primary, the dropout rate for girls is 3.3 percent, whereas the dropout rate for boys is 2.7%. The study reveals that in Gujarat dropout rate higher than national average of 3.0 percent. So the study focused on the infrastructure facilities available in schools, the perception of the principals, teachers, RTE students and their parents on the RTE Act on its impact and issues and challenges related to its implementation and its influence for quality elementary education.

Though the intentions the RTE Act, 2009 are impeccable, it is important to understand the practical difficulties faced by the stakeholders and its feasibility. The major focus is on the 25% reservation quota in the private schools for the disadvantaged and the children from weaker sections of the society. The RTE Act 2009 got implemented in Gujarat from the academic year 2012-13 onwards. In order to study the matters related to the implementation of the Act in Vadodara city, the researcher conducted a study collecting the details during the academic year 2012-13 to 2022-23, to know different aspects of the RTE Act with the completion of ten years. Being a teacher who understands the system of education of Gujarat closely and is well accustomed to the problems of the stakeholders of education system, has enabled the researcher to conduct a critical study of the Act implemented in the country. It is necessary to study the effectiveness of the Act the way it is perceived by the functionaries and beneficiaries. The researcher found that an elaborate study broadly covering different aspect related to the implantation of the act on the Act was not done in the city of Vadodara. In this context the researcher was interested in the study of implementation of Right to Education Act, 2009 by selecting all the granted and non-granted Elementary schools of Vadodara city, through stratified random sampling. Considering the above points in mind, the investigator has conducted the present study to understand the current status of RTE Act 2009 with the following research questions.

RESEARCH QUESTIONS

1. What impact is made by RTE Act 2009 in fulfilling the aim of Universalisation of Elementary Education in India?
2. Which are the different Educational provisions under RTE Act (2009)?
3. What extent the stakeholders are aware of these Educational provisions?
4. What is the current status of implementation of RTE Act (2009) in Vadodara?
5. What are the emerging issues and challenges in implementing RTE Act (2009)?
6. How RTE Act 2009 is being implemented in different school contexts?

7. Could RTE Act (2009) make any impact on Quality Elementary Education in terms of access, enrolment, equity and learning outcome?

STATEMENT OF THE PROBLEM

A Study of Implementation of Right to Education (RTE) Act, 2009

OBJECTIVES OF THE STUDY

The present study will be conducted with the following objectives:

1. To critically examine the RTE Act (2009) from the point of Universalization of Elementary Education in India.
2. To study the awareness among the stakeholders with regard to educational provisions under RTE Act (2009)
3. To study the implementation of the RTE Act (2009) with a view to understand the status of RTE Act (2009)
4. To identify specific issues and challenges faced by different stakeholders.
5. To study the perception of the principals, teachers, parents and students on the RTE Act (2009) and its influence for Quality Elementary Education.

OPERATIONAL DEFINITIONS OF THE TERMS

The term *Critical analysis* means a detailed analysis of the content in RTE Act (2009) and the implementation of the act in a given social context.

The term *Stakeholders* are the people directly affected by the RTE Act, 2009. Here they are the school principals, teachers, students and parents etc.

The term *Status* means the present condition regarding the implementation of the Act, after 10 years of its implementation.

The term *Awareness* means the knowledge of the stakeholders like the principals, teachers, students and teachers about the RTE Act and its provisions along with the amendments made in the Act.

6. DELIMITATIONS OF THE STUDY

The study is limited to the Schools under RTE Act 2009 in Vadodara City.

7. METHODOLOGY

Methodology is the centre of a research study. Various methods were developed for obtaining knowledge through reliable and valid measures. Methodology of study includes the procedures used to acquire practical evidence and analyze it for the purpose of answering research questions, testing hypothesis and examining the problems. Methodology involves various elements like design of study, selection of sample to conduct the study, tools development, data collection and statistical treatment. A detailed plan and procedure of the study was made by the researcher. The study followed a descriptive survey method.

9. POPULATION OF THE STUDY

All the granted and non-granted Elementary schools of Vadodara city were considered as the population of study. During the period of study that is during the academic year 2022-23 the researcher identified that RTE admissions are provided by 301 school in Vadodara city. The total RTE admission during the period of study consists of 3475 students which consists of 1090 students from general category, 978 students from SC, 304 students from ST and 1103 students from SEBC category. These schools included grand in aid schools and privately managed schools following both English and Gujarati medium. The schools included those followed central board as well as state syllabus. Thus the population of the study included a diverse population covering all sections of the educational sector.

10. SAMPLING

Stratified random sampling was used to conduct the study. The researcher identified the schools with the help of District Education Officer (DEO) where the students were admitted as per the provision of RTE Act. Out of the list of schools, the researcher selected the schools where the maximum number of students were admitted in the last three years. The researcher used the four clusters (Shala Vikas Sankul, SVS) which are already formed by the Department of Education, Vadodara for the administrative purpose, to the study the level of awareness regarding RTE Act (2009). Administrators, teachers, students and parents were randomly selected for the data collection. Then the researcher identified the key functionaries at district level for implementing and collect data from them. The parents of the selected RTE students were contacted for focus group discussion.

Table: 3. showing the population & sample schools of the study

SVS: IV Total No. of Schools: 99 Sample Schools: 12	SVS: V Total No. of Schools: 104 Sample Schools: 11
SVS: VII Total No. of Schools: 42 Sample Schools: 05	SVS: VI Total No. of Schools: 56 Sample Schools: 07

Table: 3. The sample of respondents consist of the following.

Source of Data	No. of Respondents	
	Male	Female
Principals	12	23
Teachers	12	296
Students	281	235
Parents	247	164

10. RESEARCH TOOLS

Tools were developed by the researcher keeping objectives of the study in mind. Tools were validated by experts before conducting the pilot study. Pilot study was also conducted in four schools to know the opinion of the principals and also to know the actual field setting and for checking the weakness of the tools. Approval was taken from the District Education office and the principals before the collection of data.

Document Analysis: The researcher had gone through the detailed form of the Act published by the government of India to get a detailed knowledge about the Act. A lot of information

were collected by the researcher personally from the Department of Education, Gandhinagar and Vadodara about RTE Act (2009) to know the status of implementation. The Act was critically analyzed by keeping its purpose, process, and expectation.

Questionnaires: Questionnaires were prepared separately for principals, teachers, students and parents. The questionnaire for the principals included details like, the general information like gender, teaching and administrative experience, the type of school, educational qualification, specialized training on RTE. Next was the part to know if the infrastructure facility made mandatory by RTE was available in their school or not. Then the statements were given in a five point Likert scale to know about their awareness about RTE Act 2009, to know their perception on the implementation of RTE Act 2009, to know the impact of the act and the issues and challenges related to proper implementation of the Act. The first part of the questionnaire for teachers was specially meant to collect the general information like the gender of the respondent, their teaching experience, type of school, their educational qualification, from the stakeholders. Next was the part to know if the infrastructure facility made mandatory by RTE was available in their school or not. Then the statements on a five point Likert scale is used to draw their opinion on their awareness about RTE Act 2009, to know their perception on the implementation of RTE Act 2009, to know the impact of the act and the issues and challenges related proper implementation of the Act. There was space provided at the end of the questionnaire for the principals and teachers to express their specific observation regarding RTE Act 2009. Questionnaire for the students included the details like gender of the respondents, type of school, class, year of joining. . Next was the part to know if the infrastructure facility available in their school. Then the statements on a five point Likert scale is used to draw their opinion on their awareness about RTE Act 2009, to know about the implementation of RTE Act 2009 in their school, to know the impact of the act and the difficulty that they face in school. Questionnaire for the students included the details like gender of the respondents, type of school, class, the category they belong (GEN/SC/ST/SEBC). Next was the part to know if the infrastructure facility available in their school. Then the statements on a five point Likert scale is used to draw their opinion on their awareness about RTE Act 2009, to know about the implementation of RTE Act 2009 in the school, to know the impact of the act and the difficulty that the parents and the students face in school. The questionnaire also contained provision to know their opinion regarding the response of the school authorities on different situations like addressing grievances, guidance and counselling, encouragement for co-curricular and extra-curricular activities, encouragement in field trips and responsibilities in school leadership etc.

Interview: Interview of the school principals and key functionaries of RTE Act (2009), was taken to know about their awareness about RTE Act 2009, to know their perception on RTE Act 2009 and to know about the issues and challenges in the implementation of the Act, suggestions for improvement, how far the Act is successful in achieving its goals, how far it would help in realizing universalisation of education and how would the implementation of NEP 2020 effect the implementation of RTE Act 2009. Interviews began with self-introduction of the researcher and describing the intentions and purpose of the research study followed by the questions regarding the Act from the time the implementation started in the particular institution.

Focus Group Discussion: Focus group discussion with the parents of the selected students was conducted after taking prior appointment and fixing the date and time with the principals and teachers of different schools. Parents were informed about the discussion by making telephone calls to each and every parents by the teachers arranged by the principal. The parents were very enthusiastic about the entire process and they clarified their doubts before marking their answers in the questionnaire given them.

11. DATA ANALYSIS AND INTERPRETATION

Mixed methodology is used to analyse data, and it has been presented as per the objectives of the study. Data collected through survey administered to the principals, teachers, students and parents. A total of 35 principals, 308 teachers, 516 students and 411 parents responded to the survey. The questionnaire prepared by the researcher contained section to collect general information of the respondents followed by other five components, viz., availability of infrastructural facilities, awareness about the act, implementation, impact and issues and challenges related to it from the perspective of the Principals, teachers, students and parents. The data collected from the questionnaires was put to suitable statistical analysis in order to arrive at definite conclusions in the light of the proposed objectives. The data collected through survey was compiled through Microsoft Excel and processed through SPSS software and computed frequencies. The information obtained was shown through frequency table and graphs. Focus group discussion was arranged with parents in the schools with the help of the principals and teachers. In the present study, both qualitative and quantitative techniques have been utilized to reach the conclusion. Data obtained through survey and document analysis was presented quantitatively. After presenting the quantitative data and its analysis, findings of interview and focus group discussion was presented. The data collected through documents, survey questionnaires, focus group discussions and interviews was then triangulated to study

the responds of the stakeholders to know the status of implementation of Right to Education (RTE) Act, 2009. All the data collected by the researcher was analysed separately for articulating the findings of the research.

4. EMERGING FINDINGS

1. It was found from the studies that which RTE implementation has improved access to education, particularly for marginalizd and disadvantaged groups. Research has shown that the RTE act led to increased enrolment rates especially among the children from the economically weaker sections and marginalized communities.
2. It was found from the study that there is a significant increase in enrolment rates, particularly among marginalized and economically disadvantaged sections of society, following the implementation of the RTE Act. However, challenges remain in ensuring that all children, especially those from vulnerable communities are enrolled and retained in schools.
3. It was found from the study that there is a decline in dropout rates, although the problem persists, especially in rural and remote areas where factors like poverty, lack of infrastructure and social norms contribute to children leaving school prematurely.
4. It was revealed from the study that the implementation of the RTE Act brought progress in the field of infrastructural developments like the availability of adequate school buildings, classrooms, and separate toilets for boys and girls, libraries, drinking water facilities and play grounds, but challenges persist, particularly in rural and remote areas, where infrastructure development remains inadequate.
5. It was found that there is a need for improving infrastructure facilities in schools especially infrastructural facility for disabled, library and arrangement for mid-day meals. So there is a need for allocation of sufficient funds on education at the national state, and local levels for infrastructure development, prioritize the construction and maintenance of school facilities especially in underserved areas and ensure compliance with RTE Act norms and standards.
6. It was found from the study that there is a need for improvement in the areas related to teacher quality, teacher training, pedagogical methodology, curriculum relevance and learning outcome for the betterment of quality of education which is essential for the

effective implementation of the RTE Act. There is a need for continuous evaluation of teacher recruitment processes, their qualifications and training programs to address shortages and improve the quality of teaching.

7. Research has examined the extent to which RTE implementation has addressed disparities and promoted equity in education and found that while the RTE Act aims to ensure equal opportunities for all children, persistent inequalities still exist especially among marginalized and vulnerable groups such as Dalits, Adivasi's, girls and children with disabilities, based on factors such as socio economic status, gender, caste and geographical location. Addressing these disparities remains a key challenge for RTE implementation.
8. It was found while analysing the roles and responsibilities of various stakeholders, including the government, civil society organizations, teachers, parents and communities in the implementation of the RTE Act that there was a need for effective governance, accountability mechanisms and community participation in ensuring successful RTE implementation.
9. It was revealed during the study that there is need for more effective monitoring and evaluation mechanisms for assessing the progress and impact of RTE implementation.as regular monitoring and evaluation help to identify gaps, measure outcomes and inform policy decisions to improve RTE implementation.
10. It was found from the study that school authorities had a mixed response regarding the impact of these provisions on private schools which mandate them to reserve a certain percentage of seats for economically weaker sections, with some experiencing financial strain and others adapting to the new regulation's.
11. It was found that various challenges exist in the effective implementation of the RTE Act, including inadequate monitoring mechanisms, lack of awareness among stakeholders, bureaucratic hurdles and corruption. Addressing these challenges is crucial for the successful implementation of the act.
12. The study revealed that the increase in facilities for Mid-Day Meal scheme increased attendance and reduced dropout and brought children to school. Still inadequate

facilities still lying as a challenge in some schools. When the functionaries claim the success of the scheme, the response of the beneficiaries (44% of the parents) showed the need for improvement.

13. It was revealed that most of the provisions of the RTE Act were aiming at achieving various national goals like universalisation of education, providing access, equity and quality, but some of the provisions like no detention policy, providing special training for admitted in age appropriate class was not practical in the schools due to inadequate supply of teachers.
14. It was found from the study that almost all the principals and teachers were aware about the RTE Act 2009 and were given orientation about the Act. But none of them had a holistic understanding of the act. There was a lot of ambiguity found in the formulation and working of the school management committee (SMC) which play crucial role in the development of schools. Organizing capacity building programs to empower the principals, teachers and SMC members would lead to better implementation of RTE and create a child friendly classroom.
15. It was found from the study that there was deterioration of standard of education due to no detention policy. The teachers opined that students don't have the fear of exams and due to the lack of preparations, examinations lost the purpose. The difference was observed in the general discipline of the school. It was observed by the teachers that as the children get promoted till grade 9, the policy led to growing number of underperforming students in grade 9. Teachers welcomed the amendment in the bill introduced in 2017.
16. It was found from the study that there was no provision for students with special needs (SWSN) in schools, as mandated by the RTE Act 2009. It's a challenge for the regular teachers who have very limited understanding and time to handle the requirements of such students in an inclusive classroom. Research revealed that there is no special educators appointed for the purpose, thus in service training programs for teachers to equip them with the methods and techniques to teach the SWSN along with upgrading the infrastructural facility is needed.

5. DISCUSSION AND CONCLUSION

The major objective of Right to Education Act, 2009 is to make elementary education as fundamental right for children of age group 6 to 14 years. RTE Act, 2009 aims at providing quality education which is accessible to all the sections of the society and thus reach the goal of universalisation of elementary education. RTE Act has made different provisions to make sure that the quality of education is maintained in the country. The study investigated the implementation of the RTE Act, 2009 in the schools of Vadodara city and the challenges in implementing RTE in schools. The study would be helpful in knowing the status of implementation of the act in Vadodara city and thereby plan and organize orientation programs for the principals and teachers and also review the modalities for the proper implementation of the Act. The principals of the schools can plan the school development programs, practices and procedures in their schools. But the success of any Act depends on the proper implementation of it. The researcher identified many challenges in the implementation of the RTE Act, 2009. There is a need for the allocation of sufficient funds for the infrastructure development in schools which is very essential for providing quality education. Similarly there is a need for professional development of teachers to improve the quality of teaching. There is also a need for examining the disparities in the access to education among different social and economic groups to address the discrimination and inclusion in schools. It is important to strengthen parental and community participation in school governance, raise awareness about the RTE Act rights and responsibilities among parents and communities. Similarly there is also a need for strengthening monitoring and evaluation systems to collect reliable data on key education indicators, improve coordination between government agencies and stakeholders and use evidence- based findings to guide policy formulation and implementation.

Education empowers people for the enhancement of his personality. It make him aware of his rights and overcome exploitations and other traditional inequalities of caste, class and gender. RTE Act 2009 was framed for Universalization of elementary and education and find solutions to all the problems related to elementary education. The provisions in the act was intended to bring quality elementary education to all in India. It is quite depressing that even after more than ten years of implementation of RTE Act in Gujarat, people lack proper awareness about the provisions of the Act. Even the teachers and principals who play a vital role in the implementation of the act lack complete knowledge about it. The silver lining is that it is followed in some of the schools to an extent. Only if only all the stakeholders put sincere effort along with the government, the dream of universalization of quality education in India can be achieved. This can bring the progress of individual, social and nation as well.