

CHAPTER V
SUMMARY AND CONCLUSION

5.0 INTRODUCTION

Education helps people acquire knowledge, think critically, develop his personality and broaden his perspective towards life. 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. Universal Elementary Education has been emphasised in many major international conferences due to its importance. Many projects were started at international level for the attainment of Universal Elementary Education. India also initiated many projects to ensure elementary education for all. Right to Education Act, 2009 provided a legal framework which entitles all children of age group 6-14, free and compulsory education, attendance and completion of elementary education, in India. 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 became 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 Act, 2009. 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. The act incorporated various provisions to ensure high enrolment and quality of education. 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 admission, pedagogical practices and monitoring mechanism in schools. The appropriate governments prescribe the curriculum and evaluation procedure on the basis of specified norms. 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. 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 are constituted for advising the government about implementing the provisions of the Act in an effective manner. The RTE Act is the first legislation that puts the responsibility of ensuring enrolment, attendance and completion on the government.

5.1 IMPLICATIONS OF THE REVIEW

The reviewed study includes the studies on universalisation of education, various programs for universalisation in India, awareness about RTE Act, 2009, implementation of RTE Act in different states and in various types of schools, its impact and issues and challenges in its implementation. A few works were on the legal aspects related to the elementary education. 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) 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 were 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 was not properly maintained and lack of proper training to the teachers. 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 favourable 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 were 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 had a fair idea about the act. The study of Ruchira, G. (2020) revealed that RTE 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 didn't face

any discrimination in schools. Several researchers had concluded that there was a long way to go to achieve universalization of education and to provide quality education in the country. The 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 researchers adopted survey design but the researcher of the present study 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.

5.2 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 showed that there was 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 revealed that in Gujarat, dropout rate is 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 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.

5.3 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?

5.4 STATEMENT OF THE PROBLEM

5.5 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.

5.6 EXPLANATION 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.

5.7 DELIMITATIONS OF THE STUDY

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

5.8 RESEARCH DESIGN

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, development of the tools, 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.

5.8.1 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 were 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.

5.8.2 SAMPLE

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.

5.9 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.

5.9.1 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 status of implementation at local level was also collected from the District Education Office, Vadodara. The Act was critically analyzed by keeping its purpose, process, and expectation.

5.9.2 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. After the preliminary information, 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 and the 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 were given 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 parents 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.

5.9.3 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, 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.

5.9.4 Focus Group Discussion: Focus group discussion with the parents of the selected schools 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 to them.

5.10 DATA COLLECTION PROCEDURE

The study was carried out in different phases and the researcher used cluster sampling method to decide the sample for study. Data was collected by using the questionnaires made separately

for the principal, teachers, students and parents. A permission letter for visiting various schools was collected by the researcher from the department of the university. Permission was taken from the concerned officer from the department of education also to conduct data collection from various schools of the city. Prior permission was taken from the school authorities for collection of data used for research work. The researcher visited the schools with the letter and explained the purpose of data collection clearly. The researcher met the respondents in each school and assured the confidentiality of their responses and that the data would be used for the research work only. Then they were given the tools to extract useful information from them, be filled by them. Queries raised by the respondents were clarified by the researcher. The personal identity of the respondent was kept confidential along with the name of the schools. The researcher took at most care in conducting the research work without harming anyone's emotions and for maintaining the anonymity of the respondents. Documents analysis helped the researcher to know about the RTE Act, 2009 and its provisions. Information collected from the state and district level offices aided in forming an idea about the implementation of the act in Gujarat and Vadodara. Separate questionnaires were prepared for the Principals, teachers, students and parents. Numerical and textual data were collected from the principals and teachers of the schools with the help of questionnaires and interviews. Interviews and focus group discussions were used by the researcher to get information from the students and parents. All the quantitative and qualitative data were analysed through triangulation to elicit the findings of the research.

5.11 DATA ANALYSIS AND INTERPRETATION

Mixed methodology is used to analyse data, and it has been presented as per the objectives of the study. Data was 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.

5.12 VALIDITY AND TRUSTWORTHINESS

Validity and trustworthiness are the very important aspects of quantitative data analysis. Validity of the tools are tested before the data collection process. The process of validation involves the reviewing of the collected data for competencies and accuracy. It helps in ensuring data quality, improving efficiency, reducing errors and meeting research goals. In the present study, tools were validated through expert and then a pilot study was conducted to know the trustworthiness of the tools. At most care was taken to see the quality of the self-made research tools. The researchers analysed data using qualitative and quantitative methods. The a mixed methodology approach was used to reach a reliable conclusion and strengthen the research findings

5.13 MAJOR 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 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.
7. 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.
8. 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.

9. 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.
10. It was observed that majority of the teachers were of the opinion regarding the provision of 'age appropriate class' that implementation of the provision is resulting into mere learning gaps.
11. 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 regulations.
12. 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.
13. 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.
14. 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.

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 2019.
16. It was found from the study that there was no adequate 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.
17. The study revealed that the RTE students directly got admission in grade 1 without prior learning experience (Ananwadi/ Balwadi/ Pre Primary education). Therefore the learning gaps were found more in mainstreaming with regular students who have prior learning experience.
18. The study revealed that the RTE admissions are aimed at bringing economically weaker sections of the society to the mainstream and to the level of other students. Majority of the school principals and teachers opined that proper monitoring is important to validate the students' eligibility for RTE admissions.
19. It was found from the study that the institutional leadership and support system is vital for the successful implementation of the RTE Act.
20. 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.

21. It was found that the RTE students lack prior knowledge of the concepts taught in the class compared to non RTE students leading to learning gaps. Similarly, RTE students fail to get the facility of continuing in the same school after class 8, due to their financial constraints. Thus, it was opined by the stake holders that the scope of RTE need to be expanded from Preprimary/ Preparatory to Secondary level.

22. It was observed from the study that the unit cost of the RTE student reimbursed by the government to the private schools is comparatively less. Therefore the acceptability of the RTE students in private schools is a matter of concern.

5.14 IMPLICATIONS OF THE STUDY

The present study revealed that the government is putting effort for the implementation of RTE Act, 2009 in Gujarat. The stakeholders are aware of the Act and its provisions but they lack the complete knowledge on handling huddles in implementation. The findings would help the policy makers in understanding issues and challenges in the implementation. Such an in-depth study would help the principals in helping the teachers and SMC to implement the Act. Teachers would come to know importance of handling the different categories of students in the class. Teaching in a differentiated classroom is not an easy task. It needs appropriate training for the teachers time to time in order to cater to the needs of children. Teachers need special in service training programs to attend the group of diverse individuals. Parents also need to be aware of the facilities provided by the government for the welfare of the children. A study to know the outlook of the parents towards the policies and the procedure involved in utilization of the benefit was also found to be useful. An attempt to know the physical and mental wellbeing of the RTE students in the class rooms also would help the stakeholders in understanding the effectiveness of the Act. Government and SMC can find solutions in meeting out the needs of students with special needs. The findings of the study are relevant to draw the implications to the need of proving education to all the children born the country and how the best education can be provided considering the individual differences among them.

5.15 RECOMMENDATIONS

5.15.1 Suggestions to improve the Quality of Education

Improvement of School Infrastructure: A very important aspect to bring qualitative improvement of elementary education is to improve school infrastructure and improvement of learning environment in schools. In some schools most of the facilities like proper school buildings, classrooms, toilets boundary walls etc are available where as some schools lack necessary infrastructure facilities.

Provisions for students with Special needs: Though most of the infrastructural facilities are available in most of the schools, provisions for SWSN are not found in most of the schools. There is an urgent need to improve the facilities like availability of trained teachers to handle the specific needs of such children along with infrastructural development. It is extremely important to ensure their right to ensure the commitment to them as per the RTE Act, 2009.

Awareness of RTE Act 2009: The participants have heard about RTE Act but regular orientation is not given them on regular basis. Awareness programme must be arranged for the participants especially parents as they don't have complete knowledge about it. SMC can help in arranging programs for sensitizing the parents.

Leadership and governance: RTE Act, 2009 gives stress on the importance of micro planning by giving importance to the formation of School Management Committee (SMC) consisting of elected representatives of the local authority, parents, and teachers with fifty percentage of the women members. They perform the function of monitoring the school, preparing school development plan and monitor the utilisation of the grants received. The study revealed that there is a need to improve the constitution and working of SMC in schools. The RTE Act also mandates the appropriate government and local bodies to provide access to elementary schools in their neighbourhood.

Professional Development Programs: Teachers play a pivotal role in the whole of education system. So teachers are required to get academic and professional qualification as prescribed in the RTE Act. One of the essential qualification for the teachers of elementary level is to pass the Teachers Eligibility Tests. Providing in service training programs to teachers is very important for the professional development of teachers. The schools need to provide the training needed time to time meet the challenges in the professional field.

Quality Assurance: Quality assurance is a key factor in RTE Act, 2009. It prescribed norms and minimum standards for infrastructure, teacher qualification, training, teacher- student ratio, curriculum development, continuous evaluation of students, constitution of SMC, grievance redressal system and prohibition of schools without recognition to ensure quality education. Every school must comply with the requirement to maintain quality of the institution to produce better result.

Monitoring and Evaluation: National Commission for Protection of Child Right and State Commission for Protection of Child Right are given the function a) to examine and review the safeguards for the rights and recommend measures for their effective implementation b) enquire into the complaints related to child right to free and compulsory education c) take necessary steps for the protection of Child Right Act. National Advisory council and State Advisory Council are given the function of advising the concerned government on implementation of provisions of the Act in an effective manner. The research study showed the need for increase in effectiveness of the authorities in this regard.

Community Engagement: It is mandatory to constitute SMC in schools to ensure that the RTE Act is implemented properly and promote community participation. They can raise awareness, involve the parents in decision making process and together they can help schools in its development. With the collective effort of teachers, children, parents and local community only equitable, quality and sustainable outcomes can be achieved.

5.15.2 Suggestions for further research

The present study entitled “a Study of Implementation of Right to Education (RTE) Act, 2009 was conducted to study the implementation of the Act in Vadodara City only. Based on the study conducted and the findings of the study and the other similar studies and also from the review of related literature, the following recommendations are made for further research.

1. Major studies can be conducted to know the status of implementation of RTE Act, 2009 in other states of India where the study is not done.
2. Major studies can be conducted to know the status of implementation of RTE Act, 2009 in other districts of Gujarat where the study is not done.
3. Comparative studies can be conducted to know the status of implementation of RTE Act, 2009 in urban and rural areas of Gujarat.

4. Comparative studies can be conducted to know the status of implementation of RTE Act, 2009 in Government and Private schools of Gujarat.
5. Similar studies can be conducted to know the impact of the implementation of RTE Act, 2009.
6. Similar studies can be conducted to know the issues and challenges of the implementation of RTE Act, 2009.
7. A study of pupil teacher ratio in the schools of Gujarat can be made as this play an important role in the success of school education system.
8. A study on the availability of provisions for the Students with Special needs can be made as there is a lot to be done for them.
9. An in-depth study on the working of SMC and its contribution on the development of schools can be made to know the effectiveness of decentralized model of governance in the operation of schools.
10. A detailed study can be conducted on the future of RTE Act 2009 in the context of implementation of NEP 2020 in schools.
11. Case study of RTE students with high academic record.
12. Study on the development of professional Development Programs for teachers to teach RTE students with special focus on students with special needs (SWSN).

5.16 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. 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 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. 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 is 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 present study is a detailed analysis of Right to Education Act in terms of its awareness of the stakeholders, status of implementation, its impact and issues and challenges associated with 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 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.

Right to Education is an important act to bring universalisation of elementary education 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. 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.

As per the report published by UNESCO on the Right to Education, everyone has the right to education. Education shall be free, at least at elementary level and fundamental stages. It shall be compulsory. Education shall be directed to the overall development of the human personality and to the strengthening of respect for human right and fundamental freedoms. Parents have a prior right to choose the kind of education that shall be given to their children (Article 26 of the Universal Declaration of Human Rights). Government

machinery and educators have a great duty towards society to impart knowledge, inculcate good habit and values to convert human resource to valuable positive assets. All these are possible only when the Right to Education become a reality.