

## ***CHAPTER-1***

### **Introduction**

#### **1.1 Background**

Education is always considered as a means of development, prosperity, power, respect, authority, salvation, freedom from all worries and problems of life. It is a lifelong process and eternal values in human life.<sup>1</sup> Education not only helps in the development of an individual but also removes the desert of ignorance from the society and fills the society with ocean of knowledge and wisdom. According to Pestalozzi, the Swiss Pedagogue and educational reformer, “education is a constant process of development of innate powers of man which are natural, harmonious and progressive.” It is said that in the Twenty First Century, ‘a nation’s ability to convert knowledge into wealth and social good through the process of innovation is going to determine its future.’ Accordingly twenty first century is termed as century of knowledge.<sup>2</sup>

Education has a great social importance especially in the modern, complex industrialized societies. Philosophers of all periods, beginning with ancient stages, devoted to it a great deal of attention. Accordingly, various theories regarding its nature and objective have come into being. The main social objective of education is to complete the socialization process. The family gets the child, but the modern family tends to leave much undone in the socialization process. The school and other institutions have come into being in place of family to complete the socialization process. The school devotes much, of its time and energy to the matter such as co-operation, good citizenship, doing one's duty and upholding the law. Directly through textbooks and indirectly through celebration of programmes patriotic sentiments are intimates and instilled. The nation's past is glorified, its legendary heroes respected, and its military ventures justified.

---

<sup>1</sup> This report is available free of charge at [http://www.nap.edu/catalog.php?record\\_id=12181](http://www.nap.edu/catalog.php?record_id=12181)

<sup>2</sup>National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.

All societies maintain themselves, by exploitation of a culture. Culture here refers to a set of beliefs and skills, art, literature, philosophy, religion, music etc. that are not carried through the mechanism of heredity. They must be learned. This social heritage (culture) must be transmitted through social organizations. Education has this function of cultural transmission in all societies. It is only at the under leaves of the school that any serious attempt has been or now is, made to deal with this area. Individual must have personalities shaped or fashioned in ways that fit into the culture. Education everywhere has the function of the formation of social personalities. Education helps in transmitting culture through proper moulding of social personalities. In this way, it contributes to the integration, to survive and 'to reproduce them. Education aims at the reformation of attitudes wrongly developed by children already. For various reasons the child may have absorbed a host of attitudes, beliefs and disbeliefs, loyalties and prejudices, jealousy etc. These are to be reformed. It is the function of education to see that unfounded beliefs, illogical prejudices and unreasoned loyalties are removed from the child's mind, though the school has its own limitations in this regard, it is expected to continue its efforts in reforming the attitudes of the child.

It cannot be denied that education is the fourth necessity for man after food, clothing and shelter, in today's world. Education helps the adolescent for earning his livelihood. It has come to be today as nothing more than an instrument of livelihood. Education has a direct effect on the economic growth of the Country. Education has also a significant role in encouraging the spirit of competition among the learners. The school installs co-operative values through civic and patriotic exhortation or advice.<sup>3</sup>

Education fosters participant democracy. Education allows full participation of the people in democratic processes and effective voting. Literacy is a product of education. Educational system has this economic as well as political significance. Education has a significant role in inculcating values among the learners. The curriculum of the school, its extracurricular activities and the informal relationships amongst students and teacher communicate social skills and values. Through

---

<sup>3</sup>Panneerselvam , S.K., “Education for all” (2010) APH Publishing Corporation, Darya Ganj, New Delhi 110002

various activities a school imparts values such as co-operation or atmospheric, audience, fair play. This is also done through curriculum that is through lessons in history literature etc. Education acts as Integrative force in society by communicating value that unites different sections of society. The family may fail to provide the child the essential knowledge of the social skills and value of the wider society. The school or the educational institutions can help the child to learn new skills and learn to interact with people of different social backgrounds.

The future prospect of every nation lies in the hands of children. The Kothari Commission (1964-66) has rightly stated ‘the destiny of the nation is being shaped in her classroom’. The children of today will be the future citizen of the nation. Therefore it is the duty and responsibility of the teachers, parents, community and government to ensure education for each and every child of the country.<sup>4</sup>

The above discussion reveals that education has multi-fold role which convert a biological man into a complete man. The significance of education has been realized in India throughout ages.

### **Importance of Education in Indian Democracy**

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. Inclusive democracy is based on education and participation so that our constitution emphasizes on education under Article-45 later on it was took place under Art.-21-A. Without education democracy faces various challenges .That is why our constitution provides education each and every sections of the society. Education is very necessary for making the citizenry alert and capable of discharging their duties and responsibilities efficiently and effectively. Therefore, it is said that "Universal Education should precede Universal Enfranchisement" and "Let us educate our masters (voters)". Without an educated citizenry democracy cannot be a success and will fail to give its rich dividends.

---

<sup>4</sup>Government of India (1966).*Education and National Development: Report of the Education Commission*. New Delhi: Ministry of Education.

The Kothari Commission (1964-66) suggested many measures for democratic education and National Policy on Education, 1968 and 1986 provided methods and strategies for introducing democracy in education at various levels. The most significant fact about the NPE, 1986 is the strong commitment and political will of the Government of India for its implementation. Unlike preceding National Policies and Education Commissions, in this case well-developed strategies and carefully planned procedures were adopted for implementing the provisions of the NPE. As per programmes of action, 1986, a National System of Education was developed and adopted throughout the country. The National curriculum was framed and implemented with emphasis on common core values like India's heritage, freedom struggle, democracy, socialism, secularism etc. Planning procedures were recast and reoriented to suit and facilitate democratization of education at different stages.<sup>5</sup>

Currently, SarvaShikshaAbhiyan (SSA) is implemented in 2001 as India's main programme for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act. The new law provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

The importance of Education is something on which any man can talk about endlessly. However, only a few have actually understood and acted in the way one should have to handle the Global Issues of Illiteracy, especially for the needy ones. The Government has two flagship programs for education: SarvaShikshaAbhiyan

---

<sup>5</sup>Government of India (1966). *Education and National Development: Report of the Education Commission*. New Delhi: Ministry of Education.

(SSA) and Right to Education (RTE). The Cabinet Committee on Economic Affairs approved revision of the existing norms of the SSA programme to conform to the RTE Act. The SarvaShikshaAbhiyan (SSA) Programme, a major flagship programme of the Government of India to universalize elementary education in the country, will be the main vehicle for the implementation of the RTE Act. <sup>6</sup>The revisions are as follows:

- I. Revision of SSA norms, including provisions for teachers and classrooms, support for academic supervision, research, evaluation and monitoring, opening of Kasturba Gandhi BalikaVidyalayas (KGBVs) to bring them in conformity with the provisions of the RTE Act and implement the combined RTE-SSA programme. New norms under SSA for uniforms, transportation costs and residential schools to implement the combined RTE-SSA programme have also been included.
- II. (ii) Revision of the funding pattern for the combined RTE-SSA programme between the Centre and the States in the ratio of 65:35 for all States/ UTs; in the case of eight States of NER the existing sharing pattern of 90:10 would however be continue.

## **1.2 The Right of Children to Free and Compulsory Education Act**

India is a signatory to the Universal Declaration of Human Rights, 1948, which recognises the right of children to free and compulsory education. The Convention on the Rights of Child, 1986, also stresses upon the importance of education for a brighter future of children. Free and compulsory education for the children had been a part of the Directive Principles of State Policy enshrined in the Indian *Constitution* since the beginning in the form of *Article*45. The Honourable Supreme Court granted free and compulsory education between the age of six and fourteen years. The judgment which resulted right to education as a fundamental right by Supreme Court in 1992 stemmed from *Mohini Jain vs. State of Karnatak*. The Supreme Court through a division bench comprising of justices Kuldeep Singh and R.M Sahai, decided on the

---

<sup>6</sup>SarvaShikshaAbhiyan framework for implimitation based on RTE Act.2009 MHRD, March 2011

constitutionality of the practice of charging capitation fee. The two judge bench of the Supreme Court held that ‘the right to education flows directly from the right to life. The right to life and the dignity of an individual cannot be assured unless it is accompanied by the right to education.’ The decision in Mohini Jain marks a watershed in the history of judicial interpretation of Article 21. In another famous case of *Unni Krishnan Vs. State of Andhra Pradesh* court reviewed the judgment in Mohini Jain. The Supreme Court emphasized the importance of education and held that right to education up to the age of 14 years forms a part of the right to life under Article 21 of the constitution. In *TMA Pai Foundation vs. State of Karnataka* while deciding on minority rights the 11- judge bench of the Supreme Court held that state cannot interfere if the admission was on merit and a reasonable fee was being charged. However, minority educational institutions receiving aid from the state would have to admit a reasonable number of students from non-minority groups.

In consonance with its international commitments and national objectives the Parliament enacted the 86th **Constitutional** Amendment Act, 2002, adding **Article 21-A** to the Indian **Constitution** which provides that every child between the age of 6 and 14 years has the right to free and compulsory education. The Right of Children to Free and Compulsory Education Act, 2009 seeks to give effect to this amendment. It received Presidential assent, was notified as a law on 3rd September, 2009 and was enforced on April 1, 2010. The Act applies to schools fully or partially owned by the Central or State Governments or schools receiving any kind of grant from the Central or State Governments. The expenses for carrying out the provisions of the Act have to be borne by both the Central and State Governments. The earlier draft of the Bill as made in 2005 could not make its place in the statute book because of severe disagreements over several of its provisions. Most developed countries have legislated free and compulsory education for all. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), describes the modalities of the provision of free and compulsory education for children between 6 and 14 in **India** under Article 21-A of the **Indian Constitution**. India became one of 135 countries to make **education a fundamental right** of each and every child.

### 1.3 Features of RTE

Major Provisions of the Right of Children for Free and Compulsory Education Act, 2009

- Free and compulsory education to all children of the age group of six to fourteen years.(section 3)
- A child who is above six years of age and has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time limits, as may be prescribed: Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.(section 4)
- Financial burden for complying with the provisions of Act will be shared between States and Central Government.(section7)
- As per the Act it shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.(section 10)
- Act provides that appropriate government to provide pre-school education also. (section11)
- This Act also provides for 25 percent reservation for students of disadvantaged groups and of economic weaker section of the society in admission to Class I in all private schools excluding the unaided minorities' schools.<sup>7</sup> It ensures reimbursement by the government to these unaided schools, based on per child expenditure incurred towards admitting these students.(section 12)<sup>8</sup>

---

<sup>7</sup>The Supreme Court of India exclude the unaided minorities schools from the mandate of complying with 25% reservation for children of disadvantaged group and of weaker section of the society in the judgment of Society of unaided private schools v. Union of India on April 12, 2012.

<sup>8</sup>By virtue of Section 12(2) RTE Act, 2009 the unaided school which has not received any land, building, equipment or other facilities, either free of cost or at concessional rate, would be entitled for reimbursement of the expenditure incurred by it to the extent of per child expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be

- No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure. A provision of heavy penalty in case of charging capitation fee, to the tune of ten times the capitation fee charged and further a penalty which may extend up to twenty –five thousand rupees in case of conducting any screening first time and fifty thousand rupees for each subsequent contravention.(section 13)
- For the purposes of admission to elementary education. The age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1856 or on the basis of such other document, as may be prescribed. No child shall be denied admission in a school for lack of age proof.(section 14)
- No child shall be declared fail in examination or expelled from the school until he or she complete elementary education.(section 16)
- No child shall be subjected to physical punishment or mental harassment.(section 17)
- School infrastructure (where there is problem) to be improved within three years after the implementation of this Act, else recognition cancelled.(**section 19**)
- Provision of a School Management Committee consisting of parents or guardian of children admitted in such school, elected representatives of the local authority and teachers. This committee shall have at least three-fourth of its members from parents or guardians of children inclusive of proportionate representation from disadvantaged group or weaker section. Overall there shall be fifty per cent women member in this committee.(section 21)
- School teachers will need adequate professional degree within five years from the implementation of this Act or else will lose job.(**school 23**)
- This Act calls for a fixed student-teacher ratio and provides that no teacher shall be deployed for any non-educational purpose except as in section 27.(section 25)
- This Act prohibit private tuition by teachers.(section 28)

---

prescribed. Such reimbursement shall not exceed per child expenditure incurred by a school established, owned or controlled by the appropriate government or a local authority.



- This Act makes a provision for improvement in quality of education.(**section 29**)
- A child who completes elementary education shall be awarded with a certificate.(section 30)
- To examine, review the safeguards and recommend measures for implementation of rights provided by or under this RTE Act, the National Commission for Protection of Child Rights<sup>9</sup> and State Commission for Protection of Child Rights<sup>10</sup> have been empowered in addition to the functions already assigned. (section 31)
- RTE Act also provide for the constitution of National Advisory Council and State Advisory Council for advising the respective Governments.(sections 33, 34)
- The Schedule attached to the RTE Act, 2009 prescribes certain norms and standards for a school to be comply with under this Act like:- number of teachers, infrastructure, minimum working days/ instructional hours in an academic year or per week, teaching learning equipment, library, play material, games and sports equipment.

#### **1.4 Review of Literature**

The investigator had reviewed the relevant literature from various books, textbooks, periodicals, abstracts, encyclopedias, dissertations, thesis and newspapers. The literature directly or indirectly related to the present investigation has given below.

Niranjanaradhya and Kashyap (2006) in their study “the ‘Fundamentals’ of the FundamentalRight to Education in India” have briefly traced the demand for Free and Compulsory Education. Starting from the period around the freedom struggle, there has been a consistent demand for FCE. The Constitution originally provided for FCE as a Directive Principle of State Policy, and now provides for a fundamental right to FCE, ‘as the State by law determines.’ Therefore, the details and content of such a right are to be regulated by the State. Under the Constitution, both the Centre and the

---

<sup>9</sup>Constituted under section 3, The Commission for Protection of Child Rights Act, 2005.

<sup>10</sup>Constituted under section 17, The Commission for Protection of Child Rights Act, 2005.

States have concurrent legislative powers with respect to education. However, in order to maintain uniform standards across India and to create a ‘common language’, it is imperative to enact skeletal Central-level legislation in such a manner that it allows room for local need-based innovations.

Further, there have been concerns that the freedom given to the State to enact a law (implementing the right to education) may be used to dilute the scope of the right itself. In order to respond to such concerns, this paper has explored some elements that form the backbone of a rights-based approach. Therefore, these elements may be used to evaluate policies and proposed laws to ensure that they fall within a rights framework. Legislation, if viewed as the sole method implementing a human right, will not be successful in achieving its objective. Therefore, any model of implementing human rights should incorporate coercive as well as non-coercive rules. Moreover, the first step in any legislative process is the formulation of clear policy directives. Before enacting skeletal legislation, the Centre should undertake a detailed evaluation of all existing educational policies and schemes using the suggested rights-based approach. This will help identify aspects of such policies that fall within and outside a rights framework. There is an urgent need to consolidate the experiences of providing school education in the last five decades and evolve a realistic pro-child rights-based policy on education, which may then be translated into legislation. The institutional framework required to implement such a policy can be determined only after the policy itself is evaluated and updated using a rights matrix.

Govinda and Bandyopadhyay (2008) study on “Access to Elementary Education in India Country Analytical Review” The SarvaShikshaAbhiyan, the main vehicle for elementary education development in the country, is based on an integrated programme which interlinks various inputs flowing through a number of component activities. Awareness among teachers and parents is very necessary to achieve the main motto of elementary education. It is in line with this way of thinking that all component activities are designed and incorporated into a perspective plan for each district. It is on the basis of such ‘district plans’ that substantial amounts of funds are spent in every district. Important research questions in this regard include: what efforts have been made to track cumulative change and improvements in the districts, some of which have received financial support for nearly a decade under DPEP and

SSA? Do the district plans for successive periods reflect the changed realities in quantity as well as quality of elementary education at the district level? Such analyses will be extremely important to understanding the educational conditions and processes as they unfold in each district, and to incorporate the lessons emerging from them into the design of subsequent annual and long-term district plans.

Jain and Dholakia (2009) in the article on “Feasibility of Implementation of Right to Education Act” argue that even an allocation of 6% of the gross domestic product to the education budget would not be sufficient to fund universal school education until the very distant future if the government school system is used as the only instrument. The only way to meet the Right to Education obligation is to rely on low cost private schools as a significant instrument of the government education policy. On the contrary, the proposed RTE. bill introduces provisions that would oppose low cost private schools. Therefore, the legislation for RTE. needs to be modified and framed with specific provisions for private-public partnerships.

Madhavan (2009)“For schools, the angel is in the details” The Standing Committee has also opined against the idea of not failing any child. It felt the need to “motivate the child to compete and improve”, and the need for “an element of fear through proper evaluation lest the non-performers may become a liability to society”. It recommended a minimum level of grading or standardisation for the child to be promoted to the next class. Indeed, this sentiment touches upon the issue of quality of education. That is, whether the children in school are able to meet standard learning norms and any remedial measures are taken to help the laggards. The only provision in the bill is to say that the duty of the teacher includes learning assessment and supplemental additional instruction.<sup>11</sup>

Rangaraju (2009) studied on “The Devil is in the details” where he stated that Right to Education is good tool for Indian society but it is likely that the government will employ a method of calculation that will result in a lower per child expenditure figure which could motivate it to be dishonest in its calculations and the problem of governance and implementation is also a big challenge before it. There should be honesty in the mind of administrator.

---

<sup>11</sup><http://www.financialexpress.com/news/column-for-schools-the-angel-is-in-the-details/494717>

Bhargava (2010) “RTE Act: Some rights and some wrongs” The RTE Act and its Rules and Regulations are destined not to work. We should recognise that if we do not take appropriate care of school education, agriculture and left-wing extremism – and all the three are related – we may be creating conditions that would encourage internal turmoil.

Goyal and Pandey (2010) wrote a paper on “How do Government and Private Schools Differ?” This paper uses survey data from representative samples of government and private schools in two states of India, Uttar Pradesh and Madhya Pradesh, to explore systematic differences between the two school types. We find that private school students have higher test scores than government school students. However, in both private and government schools the overall quality is low and learning gains from one grade to the next are small. There is large variation in the quality of both school types; and observed school and teacher characteristics are weakly correlated with learning outcomes. There is considerable sorting among students, and those from higher socio-economic strata select into private schools. Private schools have lower pupil-teacher ratios and seven to eight times’ lower teacher salaries but do not differ systematically in infrastructure and teacher effort from government schools. Most of the variation in teacher effort is within schools and is weakly correlated with observed teacher characteristics such as education, training, experience. After controlling for observed student and school characteristics, the private school advantage over government schools in test scores varies by state, school type and grade. Private unrecognized schools do better than private recognized schools. Given the large salary differential, private schools would clearly be more cost effective even in the case of no absolute difference in test scores.

Jackson and Allan (2010) studied on “Fundamental elements in examining a child’s right to education: A study of home education research and regulation in Australia”. In Australia education is seen as a human right. The law in Australia plays an important role in protecting such a right. All jurisdictions provide for compulsory education. The responsibility for choosing where and how that education takes place then lies with parents and their children. The law facilitates such choice by recognising home education as a legitimate way to meet compulsory education requirements.

Lakshami (2010) wrote on “Utilities of RTE” in her article, emphasis that the RTE should be implemented with the public spirit and the intention of Govt. must be dedicated then the RTE will be fruitful .She also stressed that the awareness of RTE should be mandatory.

Mehta and Kapoor (2010) studied on “Implementing Right to Education Act” In this study both writers highlight various issues in the contest of implementation and responsibility of Government. They argued that India is facing different types of problems so that it seems very difficult to work in a proper direction and place but the provision of school management committee is a milestone in the direction of parent’s involvement in decision making regarding good and quality education. So RTE is good step towards achieving MGD’s goals.

Mittal and Shah (2010) wrote on “Reservation in Private Schools under the Right to Education Act: Model for Implementation” Section 12 of the Right of Children to Free and Compulsory Education Act 2009 (the Act) has made it compulsory for every private unaided school to admit at least 25% of its entry level class from children belonging to weaker and disadvantaged groups. For this category of students the state government will reimburse schools an amount equal to either the fees charged by the school or the per child expenditure in state schools, whichever is lower. Through this document the Centre for Civil Society seeks to highlight the lacunae in the current framework for 25% reservation for weaker and disadvantaged groups in unaided private schools and seeks to provide inputs on effective implementation of the same.

Rai and Rana (2010) in their work entitled “Study on Right to Education in India” mentioned that the government has taken number of steps to realize its goal of achieving maximum literacy in the state. But these rules and regulation should be properly executed and followed by all in order to make India a wholly literate and developed nation.

Reddy and Sinha (2010) studied on “School Dropouts or Push outs?”, and found the followings. Overcoming Barriers for the Right to Education-Dropping out of school usually implies the inability of children to continue in school for some reason. Most often the child, his/her family circumstances or macro-economic factors are

considered to be responsible for them dropping out. In perceiving it as such, the emphasis is on the inability of children to continue in school. On the other hand, if the issue is seen as children being ‘pushed out’ of school, then the onus of responsibility is on the system to ensure that they stay in school. The teachers need to be included in the process of data collection and encouraged to report correctly. It is only by focusing on the school and school data, that correct information about children in and out of school, can be identified. Data at the moment involves entering the names of children in the attendance register, rather than those children who actually attend school.

Singh (2010) studied on “Right to Education and Right to Educate: A Study of the Impact of Right to Education Act on Unrecognised Schools in Delhi.” The paper examined the status of unrecognised schools after the implementation of the Right of Children to Free and Compulsory Education Act (RTE Act). Field visits were conducted in recognised and unrecognised schools in Shahadara to gather information about which of State norms and RTE norms could not be met. These were land norms, teacher salary and the playground requirement for all schools and additionally, teacher salary for the unrecognised schools. While the schools might not meet any of these norms, parents continue to send their children to unrecognised schools. They preferred to government schools as charged a lower fee than the recognised ones. Group discussions with teachers from these schools also showed that they were passionate about teaching children to the best of their ability. The paper argues that while it is good to provide recognition and make every school meet a certain minimum standard, the regulations should not be such that every unrecognised school would face closure. If the schools need to survive without assistance, there has to be concession in space requirement, adjustment of teacher salary with fee- even if not completely market driven, greater number of teacher training centres and reconsideration of playground norms.

Adlakha and Sharma (2011) highlighted on Right to Education (RTE) Act. In this study the main points are Lack of Awareness, Grievance Redressal Mechanism absent, Violations, Challenge from Private School and Shortage of Teachers but above all it is good step for education.

Godbole (2011) studied on “Rights to Education” where he mentioned that Education is a fundamental human right, without which capabilities for a decent life and effective participation in society are less likely to be developed. Since the RTE Act has provided us the tools to provide quality education to all our children. It is now imperative that we, the people of India, join hands to ensure the implementation of this law in its true spirit. The Government is committed to this task though real change will happen only through collective action and we must come forward willingly for the same.

Kumar (2011) in the study titled “Role of SMCs” highlighted that school management committee will lead the awareness among the parents, teachers and all the important decisions will be taken by the SMCs. It should be very effective and result oriented in sense of effective education system.

Parth Shah (2011) in the study “The Right to Education Act: A critique” finds out many good issues and drawbacks but overall highlights the philosophy of implementation, awareness of society and dedication of teachers. He emphasised that the teachers should be more responsible to spared educational awareness.

Pushkarna (2011) wrote on “State’s new poster campaign to boost RTE awareness” While the Delhi government is responsible for implementing the Right to Education Act in the city, its own schools seem to be the worst offenders. Delhi Commission for Protection of Child Rights (DCPCR) has received 14,752 complaints since April 1 last year when RTE was enforced. Of these, as many as 12,332 complaints were related to government and MCD schools. These complaints were either received in bulk through NGOs or from individual parents. Even as the government tries to look within, DCPCR is starting a poster campaign to increase awareness about RTE provisions among government schoolteachers. "A bulk of complaints received so far has been against government schools. About 9,000 complaints were related to denial of admissions. There is a lack of awareness and many government schools don't even have adequate infrastructure," said Amod Kanth, chairperson, DCPCR. He added, "We need to reach out to children who have not yet been integrated into schooling. Since there is no role of NGOs defined in the RTE Act, only schools can do this job. So, it's important to provide them with all the information on RTE."

Raina (2011) studied on “Analyses whether the Right to Education Act” which came into force in 2010, was to highlight the triple challenges of access, equity and quality in elementary education-Even though nearly all educationally developed countries attained their current educational status by legislating free and compulsory education - - Britain did so in 1870 -- India has dithered and lagged behind in introducing such legislation, with grave consequences. Of the nearly 200 million children in the age group between 6 and 14 years, more than half do not complete eight years of elementary education; they either never enrol or they drop out of schools. Of those who do complete eight years of schooling, the achievement levels of a large percentage, in language and mathematics, is unacceptably low. It is no wonder that a majority of the excluded and non-achievers come from the most deprived sections of society -- Dalits, Other Backward Classes, tribal's, women, Muslims and financially backward -- precisely those who are supposed to be empowered through education. With heightened political consciousness among the deprived and marginalised, never in the history of India has the demand for inclusive education been as fervent as today. Yet, even a cursory examination of the Act shows some glaring shortcomings.

As a signatory to the United Nations Child Rights Convention, India has accepted the international definition of a child as someone under the age of 18 years. The Right of Children to Free and Compulsory Education Act, which covers only children in the age group between 6 and 14, clearly excluding and violating the rights of the 0-6 and 14 to 18 year olds. This problem can be traced to the 86th Amendment and its Article 21-A, which defines the age. It is imperative that the 86th Amendment should have been re-amended to correct this anomaly, but it was not done.

Rai and Rana(2011) in “Study on Right to Education in India” the government Shave taken this important step to realize its goal of achieving maximum literacy in the state. But these rules and regulation should be properly executed and followed by all in order to make India a wholly literate and developed nation.

Rena (2011) studied on “Right to Education and Challenges before It----Equity, Quality and Accessibility”. The much awaited Right to Education (RTE) Act which has just been passed by the parliament would play an important role in achieving universal elementary education in India. The success and failure of RTE would



largely depend on consistent political attention. Budgetary allocation of funds should be sufficient in this respect. Every literate person should also come forward and spread the usefulness of education to illiterate parents who are unable to appreciate the relevance of education in curbing the social evils. Social inequalities and monopolization by any group should not be permitted at any cost. Education which is free of cost up to a certain level must be accessible to all. The Act clearly prohibits physical punishment, expulsion or detention of a child and deployment of teachers for non-educational purposes other than census or election duty and disaster relief. As teachers are the pillars of the education system, the Act lays down that teachers ensure that the children complete elementary education with requisite learning competencies.

A recent study conducted by the Assessment Survey Evaluation Research Centre in collaboration with UNICEF and UNESCO (2011), points out the critical challenges in rural Indian school education. The study brings forth six major issues that are hindering the teaching and learning processes in rural schools, including age-appropriate grade and grade appropriate learning levels; textbooks having unrealistic expectations about what children can do and learn during an academic session; about a teacher's ability to teach regardless of his/her professional qualifications; the need for providing children-friendly environment in class through best practices; children absenteeism and of the importance of implementing the Right To Education (RTE) Act to ensure that children have a solid foundation. Rural schools function on certain assumptions, which are creating a challenge in the teaching and learning process. "The government is not paying attention to what happens to children in schools. The school framework is built on assumptions that age-appropriate grades and grade-appropriate learning levels are the same for all children; that all children learn at the same pace, have the same learning skills and aspirations; that schools are places where both teachers and students learn. This is not true for rural India," explains R Govinda, vice-chancellor, National University of Education Planning and Administration (NUEPA), and interim director, National Council for Education Research and Training (NCERT). The study followed about 30,000 children in 900 schools in the states of Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand, and Rajasthan for a period of 15 months to see how much they learn in a year and the

factors associated with the classroom, school and household that can lead to better learning.

Besides addressing absenteeism of children in schools, there needs to be a focus on teachers and their development also. "The government is incapable of investing in teacher education because it has frozen investment in the sector. Teachers get the least attention. In rural areas, teachers need to be attracted to school teaching through incentives. We keep investing on the macro parameters like books, but need to work at the grassroots level, promoting and encouraging individuals to become teachers. It is the teacher who can provide a healthy atmosphere conducive to learning," he adds.

Giridhar (2012) studied on “There’s need for a reward and recognition system for teachers” Highlighting on the ‘Wipro – education initiatives study’ he mentioned that we were even worse off in 2011 as compared to 2006. Government schools expectedly turned in a pathetic performance but the supposedly elite private schools were hardly better and their students did well only on questions that tested ‘rote memorisation’ and did not do well on questions that tested conceptual understanding and application. And then Assessment Survey Evaluation Research conducted the internationally accepted Programme for International Student Assessment (PISA) test in Himachal Pradesh and Tamil Nadu, and these showed that both states are right at the bottom among 70 odd nations. Before you castigate the two states, please commend the guts of their education bureaucrats who must have been pretty sure of the results and gone for it only to force everyone into action. A recent study involving over 700 government schools showed that if teachers and head teachers are punctual, present and teach in school and if the pupil-teacher ratio is kept to around 30:1 we have a good chance that the school will be doing its job well. This for me will be an acceptable start to a journey that I think will take many years.

Gupta (2012) studied on “Education is going down” -In this article he highlights the problems of quality education, low standard of understanding the subject matter and quantity of students is increasing but the quality of education is going cheaper. There is need to work properly on Right to Education and its implementation to provide quality of education to society.

Singh (2012) stated in his study “Right to Education: An Assessment” that Right to Education Act (2009) is landmark initiative of the government to strengthen the education system in India. Under this Act it is mandatory to complete elementary education of all children, who reside in Indian Territory. Now Education is fundamental right of every Indian. It is very necessary to involve the Panchayati Raj Institution in rural area for universalizing the elementary education. Whenever PRIs in rural areas have taken the initiatives to protect child rights, development indicators in areas like education, health and child trafficking have improved dramatically. Right to Education Act (2009) has given ample scope to PRIs in rural area for the universalization of elementary education as a fundamental right. If PRI members are monitoring the enrolment procedure of their Jurisdiction, Success will come.

### **1.5 Need of the Study**

Since independence, India has invested huge resources into the expansion and improvement of education in the country. The first priority for the country has been the struggle to achieve Education for All at the elementary level. The people of India celebrated with bliss and joy as it has become one of the countries with free and compulsory education on April 1, 2010 when Right of Children to free and Compulsory Education Act (2009) became effective though Article 21-A was inserted in the constitution of India through 86th Amendment in 2002. Even before the enactment of Right to Education Act 2009, the dream of universalization of elementary education has almost been achieved in India with the implementation of SarvaShikshaAbhiyan (SSA), Mid-day-meal Scheme and many other schemes at different points of time. After the implementation of the RTE Act 2009 it has become the responsibility of the government to provide funds, infrastructure, recruit teachers and facilitate everything that is required for the universalization of elementary education. The SSA is the main vehicle for the implementation of the RTE Act 2009. As this is a latest and significant achievement in Indian education, everyone is enthusiastic to know the post-implementation consequences. The investigator himself is also curious to know about the performance and contribution of RTE through SSA programme in providing RTE in Narnaul Block and also to know the weakness in implementation of this programme. All these factors reinforced the investigator to undertake the present study.

### **1.6 Objectives of the Study**

Following are the objectives of the study:

1. To know the status of education in Mahendergarh district of Narnaul town.
2. To study the functioning of SSA in Mahendergarh district of Narnaul town.
3. To know the effectiveness of RTE Act 2009 in the district under SSA.

### **1.7 Hypotheses**

1. The numbers of schools are available in Narnaul block as per the norms of RTE
2. The existing statuses of education in Narnaul block match the educational status at state and national level
3. There are challenges that come on the way of implementing RTE Act 2009

### **1.8 Delimitation of the study**

The present study is delimited to

1. The status of education in Mahendergarh district of Narnaul town.
2. The functioning of SSA in Mahendergarh district of Narnaul town.
3. The effectiveness of RTE Act 2009 in the district under SSA.

### **1.9 Methodology**

There are many methods of collecting, analysing and reporting research data. The decision about the method depends upon the nature of the problem and objectives to be achieved. For the present study, the investigator decided to adopt descriptive method. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. They are restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution significant problems converting local, state, national and international issues. Descriptive studies are more than just a collection of data; they

involve measurement, classification, analysis comparison and interpretation. Descriptive studies investigate phenomena in their natural setting. Their purpose is both immediate and long range. They constitute a primitive type of research and do not aspire to develop on organized body of scientific laws. Such studies, however, provide information useful to solution of local problems and at times provide data to form the bases of research of a more fundamentals

Present study is based on analytical method to analyse and understanding the evolution and growth of RTE through SSA. This study is based on both the primary and secondary sources. Primary sources broadly collected from MHRD, State education Department, DEO and BEO Offices. All secondary sources in the form of books, articles published in various journals in India and abroad are consulted.