

CHAPTER 1

INTRODUCTION

It was on the 15th of August; in the year 1947 that India attained independence from the British. The people of the nation finally had the power to amend their education policies according to the dynamics and the needs of the people. As it is said, with great power comes great responsibility – the people were responsible to reorient the education system which not only had to develop the upcoming generations but also had to build a new India, all together. During the British era, education had a very generic and theoretical basis. The country was in need of doctors, scientists, technicians, and other similarly skilled workers so that the dismantling and weakening the economy, under the colonial rule for two centuries, could be shaped better. To avoid anarchy in a democracy, the people elect a representative, the government, who is to lead the economy on their behalf. Thus, it became the task of the national government to revive the education system. It was required of them to seek various objectives including reforming education system at various levels and expansion of basic facilities at elementary level, encouragement of women education and the reorganization of the structure of educational administration. In order to fulfill all these objectives and bring about a concrete shape to the education system the Central and the State Governments brought about the five-year plans and continue to tread the same path.

The distinction between inanimate objects and living things is that the latter is capable of renewing themselves by the processes that they learn while they are growing. But there is a clear difference between the educations people derive from

this process and being educated deliberately for the former sort of education is incidental and can be noticed gradually. However, as far as the young are concerned— it is an immediate need to alter their behavior and; thus, natural learning is not the sole thing that is going to help them. Also, given the dynamics of the world – there is an increasing gap between the knowledge that the adults possess and the one that is out there. This is causing the adults to be increasingly worried about their children. Without formal education, there is bound to be an issue in transmitting all the resources and achievements of a complex society. This emphasizes how important education is in any nation, let alone India.

After independence, it was stipulated in the Constitution of India that children, both wealthy and poor must be educated. As democracy took over, the government began to press on the importance of education. The public was now exposed to the fundamental of self-governance. With the power of education, the common man would be able to choose their leaders wisely and will also be able to fight against those who misuse their power. Democracy clubbed with education would help the people understand, protect and exercise the rights to their disposal so that the government cannot take their rights away from them and be cruel towards them. With education at their hands, the people will be able to determine their future and will no longer be appropriated jobs according to the social strata they hail from.

1.1. History of Primary Education after Independence

After becoming an independent country, India was home to a wide number of people who lacked channels to educate themselves and this led to the existence of illiteracy on a large scale. The first post-independence census, conducted in the year

1951, suggested that only 27 percent of the men and 9 percent of the women were literate. Ever since then the constitution-makers began to take this issue seriously and were of the view that Indian states responsibility to provide free and compulsory education to all the children age of fourteen by 1960. The goal; however, was not successfully achieved by India and even though this aim remains unfulfilled today – it continues to take steps to school participation to lead to progress in the educational segment. The policy formulators shifted their focus towards health, education, and nutrition and this served as the center of concern to first five-year plan initiated by the Govt. of India. Similarly, to forward this goal by the GoI, the Central Social Welfare Board (1953) was composed so that it can lend help to voluntary agencies willing to organize welfare programmes, aimed at development, for children, women and the people with disabilities. The board managed to execute 591 such programmes in the first five-year plan. Also, central govt. in tandem with state governments set up a State Welfare Boards throughout the country.

The government had realized that before disseminating education, it was important to take care of the health of the people as well as focus on the protection of their rights. From the year 1954 onwards, Welfare Extension Projects began so that they could address the needs of the women and children inhabiting rural areas. For this purpose, extensive training was being conferred to the childcare officials so that they can do justice to the different kinds of children-associated programmes they were a part of. In addition to all this, the Government of India approved the Protection of Civil Rights Act, 1955. Thus, to addressing the rights to all equally, the need of the hour was to strengthen the health, education and nutrition services during the first five year plan period and that is what the Government of India deliberated to do.

The Third five-year plan established an Education Commission which was chaired by Dr. D. S. Kothari to examine the effective remedy to the existing disparity in the educational amenities at the lower primary, upper primary and high school levels also to take a step forward towards the constitutional liability of providing free-of-cost and mandatory education in ten years. The recommendations put forward by the Kothari Commission acted as a prompt to better the education sector by the fabrication of the National Education Policy in the year 1968. Correspondingly, a committee on Child Care was established and based on its recommendation, an extensive Scheme of Family and Child Welfare was crafted in the year 1967. In 1974, the National Policy for Children was ratified and the policy stipulated that the children of India are its important asset. The policy further emphasized that they should “provide adequate services to children, both before and after birth and through the period of growth, to ensure their full physical, mental and social development.”

Integrated Child Development Services (ICDS) was a programme launched by the Government of India in the year 1975 to provide food and pre-school education and healthcare to the children. ICDS was launched to logically supersede the efforts pursued through the earlier four five-year plans and to develop the children to the required level. This scheme is deemed to be one of the largest programmes - to help the children-in the world. Working children and their problems were not addressed by any of the previous five-year plans; however, the sixth five-year plan came to take note of it and the necessary programmes were launched into action to work on the educational, health and nutrition status of the children who are working. In the year 1981, a Central Child Labor Advisory Board, chaired by the labor minister, was composed to look into the implementation process of the laws pertaining to child

labor. The Early Childhood Education scheme was initiated, in the year 1982. It served to be a strategy to improve the retention rate at schools and reduce the dropout rate of the children. Another important scheme furnished in the year 1982 and it was The Development of Women and Children in Rural Areas. The Seventh Five-year Plan realized that another department must exist to pay undivided attention to child development and Women development under the MHRD in the year 1985. It became an independent Ministry of Women and Child Development in the year 2006. Similarly, to deal efficiently with the issues that children who are ignored and neglected face and the children who ran into legal trouble – the Juvenile Justice Act, 1986 was legislated and it revoked the Children's Act of 1960.

The Seventh Plan met with a new National Policy on Education (NPE) was adopted in the year 1986. The introduction of the new NPE led to the holistic development of the education system, served a life-long process. The main purpose of the newly introduced NPE was to fulfill the long-standing goal of "Education for All" through employing the methods of formal and non-formal education, providing early childhood care and education (ECCE) and involving the local community to manage early education. This led to the formulation of various schemes like the DPEP in the year 1994 and OB in the year 1987. Apart from this, non-formal means of education was revised. To mention some important initiatives which were taken by the Government to further the goal of education, have taken a few initiatives such as SKP, LoK, BEP, APPEP especially in educationally backward states. The NPE made its attempts to bring about equal access to education for all, regardless of the person's caste, creed, class or gender. It also brought about a common structure for education like the 10+2+3 system and gave birth to a common curriculum throughout the

country. Not only this, NPE tried to remove the disparities that existed on lines of SC, ST, the physically disabled and other minorities. Street children were troubling just as much and the Ministry of Social Justice and Empowerment pioneered an Integrated Programme for Street Children.

The Eighth Five-year Plan was launched in the year 1992 and its focus lied on the development of humans through mobilization, community empowerment, and advocacy. Alongside this, it focused on the survival and the development of children. ICDS existed as a fundamental strategy for the survival and development of children. Its chief focus was on areas occupied by backward classes, regions which were drought-prone and urban slums. Given that the learning opportunities were increasing for the citizens, there were more and more people who were joining the workforce. This led to an increase in the demand for creches. To meet this the National Creche Fund (NCF) was constituted, during 1993-94, and it offered financial aid to open up creches.

Child labor was not a new issue that India was facing; however, children were also employed in hazardous conditions and this needed attention from the policy formulators. In 1994, a programme was formulated as an initiative to Eliminate Child Labour in Hazardous Employment by 2000. As a subsequent step, the NAECL came into existence on the 26th of September 1994. It was meant to lay down strategies to eliminate child labor.

The education sector had to progress since an incessant number of children were in need of it. Education would have served as a perk for them to stay away from hazardous work. A goal set by the central government was "Education for All by

2000" and the strategy to do so was to adopt a decentralized approach to plan. Owing to pursue NPE, 1992 and the PoA, undertaken to universalize elementary education and to expand ECCE activities.

The central government launched the DPEP in 42 districts in seven states to strengthen and revive the existing system of education, develop approaches with the district and tackle the problems which come their way.

The Ninth Plan (1997-2002) made efforts to quicken the implementation of the goals that were set in the Plans of Action set in the Eighth Plan period. The problem of the reducing sex ratio and other related problems associated with females were caught the eye of the Ninth Plan and it focused to do away with these problems and made an attempt to protection and development of the children. The Ninth Plan focused on three fundamental areas of development namely health, nutrition and education so that the birthright of development for every child is met, especially of the children who hail from the economically downgraded groups and the ones who have special needs.

As far as education was concerned, special attention was being paid to the measures of Universal Primary Education. Due to the measures implemented by the Ninth Plan, the country made tremendous progress and the number of schools increased four times from a mere 2.31 lakh in 1950-51 to 9.88 lakh in the year 1999-2000. The enrollment at the primary level increased six times from 19.2 million students to 113.6 million students. (Bhakhry, 2016)

Sarva Shiksha Abhiyaan (SSA) was launched, in 2002, to increase the standard of elementary education being provided, to all the children in the age group

of 6-14, increase a notch by 2010. It was also established to bridge all social and gender disparities that existed at the primary levels by 2007. The government was determined to remove all forms of discrimination and violations that were taking place against the rights being conferred to the girl child.

Thus, the Balika Samridhi Yojana (BSY) was brought about in the year 1997. It paid a sum of Rs 500 to the mother and the family will be offered a scholarship ranging from Rs 300 to 1000 for the education of the girl child from class 1 to 10. This yojana was meant to be effective for the families which lived BPL and to ensure for them that the girl children end up being at school rather than being discriminated against. Similar initiatives were being taken by the State Governments of India. The BSY was also reevaluated to bring about the necessary changes which will make it all the more successful.

Moving on, education has its roots in the constitution and one of the most important times when the two were linked was when the Constitution (86th Amendment) Act was approved in 2002 which made free and compulsory education, a Fundamental Right for all the children who belong to the age group of 6-14 years. Article 45, *“aims to provide for early childhood care and education for all the children until they complete the age of 6 years.”* Article 51A was amended and another clause was added to it, clause K, which stated that *“it shall be the duty of every citizen of India- who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years”*.

To attain the Universalization of Elementary Education, Sarva Shiksha Abhiyaan was launched to overcome the problems of previous programmes because most of them, aimed to improve the quality of education were stipulated by the Tenth Plan period. The programme is aimed to resolve the issues related to low rates of enrollment and retention.

Despite the progress made in all other realms, the ICDS remains an important input to improve pre-school education to provide for an appropriate foundation to develop and for a reasonable aid as the first step in the ladder of education. The extra amount of attention is being paid to strengthen the beginning years of play and learning in toddler's life so that they can harmoniously transit from the environment of living with a family to that of being in a primary school. To ensure that basic education is being disseminated to the rest of the country, the Government of India imposed an Education Class at 2 percent. However, it has now been done away ever since the GST was rolled out (Surabhi, 2017).

1.2. International Initiatives for Universalization of Elementary Education

International treaties are meant to revolutionize the approach the countries have towards the subject in concern and, most importantly, they are influential and serve as a framework to adhere to. There are some important international commitments that India has made:

In the year 1945, the United Nations came into existence and the members pledged to promote and respect human rights for all. Soon after the Commission on Human Rights was established as a functional committee to the UN and was responsible for drafting the UDHR, adopted by UN in 1948 and India was a signatory

to this document and this was not only a step forward towards the protection of human rights but also a significant step towards the education of children. Article 26, part 1, of the UDHR, emphasizes:

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit."

Human rights can be considered as the norms of this open-minded world and aim to account for an opportunity to create a meaningful existence for them. These rights are to be exercised unconditionally as well as apply equally for all human beings. Having discussed the importance of education, it can be understood that education is not only the need of mankind but also a right that they must possess, thus, the two are interdependent on one another. With time India began to lay more importance over the education of a child and it wanted to make progress as a democratic nation to formalize the education system. Thus, a significant step that it took to do so was to ratify the UN Convention on Rights of the Child in the year 1992. Before the UN existed, the League of Nations was responsible to maintain peace all over the world and was subject to dealing with other important issues all over the world. Thus, the League of Nations drafted the Geneva Declaration of the Rights of the Child in the year 1929. The treaty emphasized necessary means to be exercised for child development and it entailed that a child must be safeguarded against exploitation of any sort. Once the United Nations came into being, the Declaration Child Rights, 1959. By ratifying this treaty in the year 1992, India reaffirmed its stand towards child development and education for Principle 7 of the

declaration read "The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages."

Alongside, the UN established a specialized agency "UNESCO: United Nations Educational, Scientific and Cultural Organization", in the year 1946, which was crafted so that worldwide peace can be attained by cooperation in the realms of education, science, and culture. UNESCO's vision entails that it works so that each child and citizen can access quality education in their respective areas. India played the part of being a founding member of UNESCO even when it was under the colonial rule and this represented the robust approach that India was willing to take towards the education of its children and citizens.

Also, the United Nations International Children's Emergency Fund (UNICEF) was established in the year 1946 – India and UNICEF began its operation together in the year 1949 and they are committed to ensuring that each child in the country gets the right start in their lives. UN adopted a treaty known as the United Nations Convention on the Rights of the Child (1989) put forward by UNICEF to widen the concept that the right to education is built upon. The convention's five central doctrines are:

- The best interests concerning the child
- Right to life
- Maximum survival and development of the child

- The right of the children must be considered in all the matters that relate to them and they must be valued in accordance with their maturity and age
- No-discrimination

The principles stipulated in the convention serve to be a dedicated effort towards ensuring that the child has a say in their learning and that the curriculum that they are exposed to is meant to propagate and considers their rights and needs. The convention has also elaborated on the right to education to be based upon universality, participation, respect, and inclusion. India signed and ratified this convention in the year 1992 to strengthen its commitment towards educating the nation.

On the other hand, The International Covenant on Economic, Social and Cultural right (1966) establishes not only an entitlement for free and compulsory primary education to all the children but also obliges the signatories to develop secondary education in their respective nations and formulate measures to allow its access to the children, holds them responsible to provide basic levels of education to the citizens who have not been conferred primary education and provide for equitable access to higher education. According to the convention, the fundamental of education is to develop citizens' personality which enables them to participate in a free society and inculcates respect for human rights. India ratified this treaty in the year 1979 and was all the more determined in moving ahead with the educational development of the nation. (United Nations Treaty Collection)

1.3. Major National Initiatives/Programmes to Universalization of Elementary Education

Since 1986, a large number of policies were adopted by Central as well as State Government along with several NGOs towards improving the Elementary education in India. As a result, these initiatives make a lot of improvement in access, enrollment, and retention in elementary education. These Central and state Government Initiatives are:

1.3.1. Operation Blackboard (OB)

The Operation Blackboard centrally sponsored scheme (CSS) started in 1987 after NPE 1986. It targeted to improve and supply basic minimum infrastructure and human facility to every primary school i.e. minimum of two classrooms, two teachers irrespective of the number of children. Upper primary schools provide- at least one room for each class, Headmaster-cum-office room, different washrooms for boys and girls, and necessary learning tools including a library. These measures were taken to improve the infrastructure position of rural areas' schools.

1.3.2. Non-Formal Education (NFE)

The NFE was started in 1988 followed by NPE, supported by the central government in ten states that were lagging in literacy levels. It also reached out to areas around the nation that are far-flung and are hard to access. It not only provides access to primary education for millions of children and illiterate adults but also provides opportunities for dropouts and people who haven't attended school like- women and girls, rural and urban poor and ethnic and linguistic minorities. By 1997, it covered 7 million children in 21 states. The contribution of this programme of total

enrolment is 3.5 and reducing dropout rates is 1 percent at the primary stage (Rao, 2010).

1.3.3. Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE)

In 2000, SSA came up with the EGS and AIE schemes. The intention was to provide access to every child who is out of school and to children with special needs. EGS and AIE scheme adopts flexible educational strategies such as bridge courses, residential camps, drop-inn – centers, summer camps, and remedial schools. In 2005-06, 3.08 million children were enrolled in AIE interventions. As 2005-06, 111416 EGS primary centers catering 4.04 million children and 4763 in upper primary EGS centers catering to 337756 children.

1.3.4. Mahila Samakhya (MS)

This centrally sponsored programme was designed in 1988, focus on women education and making them women empowerment, especially lived in rural areas (socially and economically marginalized groups' women). The NPE 1986 and POA 1992 as revised NPE 1986 also emphasizes on girl education at the elementary level.

1.3.5. Shiksha Karmi Project (1987)

Shiksha Karmi Project implemented with the assistance of the Swedish International Development Agency (SIDA). It targeted to qualitative improvement in elementary education in remote and socio-economic pariah villages of Rajasthan. Besides it, it had a special focus on girl enrolment and their education.

1.3.6. District Primary Education Project (DPEP)

In 1994, the support of the World Bank enabled the launch of DPEP. It aimed at the universalization of access, retention and learning achievements of primary education through formal and no- formal system. Besides it, the DPEP targeted at reducing dropout rates to below 10 percent and reduce the gap in the achievement gap. It started in 42 districts of 7 states of India, namely Tamil Nadu, Kerela, Maharashtra, Madhya Pradesh, Haryana, Assam, Karnataka were covered and it expanded to 273 districts in 18 states. The first phase of DPEP lasted from 1994 onward to 1999 and the second phase lasted was from 1998 to 2005. Meanwhile, the government decided to replace DPEP with a new initiative known as Sarva Shiksha Abhiyaan, 2002 (Pathania, 2006). DPEP ended in 2002.

1.3.7. National Programme for Education of Girls at Elementary Level (NPEGEL)

NPEGE started in 2003 as a division of SSA designed to enhance girl education at the elementary level. NPEGE develop one model girls 'school in each cluster. It targeted to enroll girls –out of school, dropout, those who low attendance, low achievement level, Working ones, those from marginalized groups.

1.3.8. Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme

KGBV came into operation in 2004 aim to embolden the inclusion of girls beyond the primary school level. This scheme was specially implemented in those far-flung districts where the female literacy rate lagged behind the average literacy rate nationally.

1.3.9. SSA-Sarva Shiksha Abhiyan

SSA was a historic moment for the GoI for it meant that positive action was being taken for the Universalization of Elementary Education (UEE). It was designed on the experiences of earlier elementary education initiatives like DPEP, Shishu Karmi Project, etc. This movement was meant to bring all the children above the age of 6 and below the age of 14 years under the provision of mandatory elementary schooling and satisfactory quality elementary education by the year 2010.

SSA was meant to emphasize the need for our country to improve the arena of education, currently prevalent in India while simultaneously introducing the nation to a scenario where free and democratic India can manage to serve a quality education system while bridging the existing social and gender gaps. To keep a tab on children's ability to learn apart from just focusing on the enrollment rate, the Pratham network launched the ASER.

1.3.10. The Millennium Development Goals (MDGs)

The Millennium Summit was held in the year 2000 to discuss the principles and objectives of the twenty-first century as an international agenda. The Millennium Declaration, a document adopted at the summit by the leaders who attended it, expresses the eight Millennium Development Goals out of which pertaining to education i.e. one is to ensure that all the citizens achieve universal primary education by the year 2015 and another one is to eliminate gender disparity, promote gender equality and empower women. India was a member to attend the Millennium Summit and had signed the declaration and worked towards improving its stance at achieving a wide base of primary education for the people.

1.3.11. School's norms & standards under RTE Act, 2009 compliances with Samagra Shiksha Scheme

This scheme was initiated by honorable Human Resource Development Minister Prakash Javadekar on May 24, 2018. It is for academic education starting from pre-primary to senior secondary levels. The objective of this scheme was to enhance the school's capabilities in terms of facilitating equal opportunities to garner school education and achieve equitable learning outcomes. It incorporates all three Schemes of SSA, RMSA and TE. The scheme will primarily work on advancing the level of education and to promote usage of new-age tools of technology will help the teachers to provide better learning to children. In addition to this, the scheme will also prioritize digital education, stressing on the adoption of technological tools like smart classrooms and digital boards, while educating kids.

The major objectives of the Scheme

- To provide quality learning by concentrating on teachers and technological solutions to develop knowledge and understanding among students
- To ensure Social divide and gender disparity are abridged through quality School Education
- To ensure education at school level remains equitable and all-inclusive.
- To ensure schooling provisions are in compliance with minimum standards.
- To promote vocational training in schools.
- Providing help and Support to States trying to implement the RTE Act, 2009.

- Emboldening and revamping of SCERTs/State Institutes of Education and DIET as avenues to coach teachers.
- For the strengthening of libraries in the schools, an annual grant will be provided of Rs 5000- 20,000.
- The primary objective of this scheme is to concentrate and develop two aspects directly influencing the quality of education- Capable Teachers and Digital Technology. The goal for all government initiatives under this Scheme is to attain promising outcomes for students at all levels.

1.4. Right to Education Act, 2009

The Right of Children to Free and Compulsory Education Bill has approved by the Union Cabinet on the 2nd of July, 2009. Before being passed by the Union Cabinet, it was approved by the Rajya Sabha and Lok Sabha on the 20th of July, 2009 and 4th of August, 2009, respectively. The bill finally got the President's assent on the 3rd of September, 2009. The act was brought into effect the same and The Right of Children to Free and Compulsory Education Act, 2009 came into effect except for Jammu and Kashmir under Article 21-A, from the 1st of April, 2010 but RTE Act, 2009 also implemented in Jammu & Kashmir from October 2019- *“All the (education) expenditures of students up to class 8th will be borne by the school education department and no students will be charged any amount of exams or other related activities. All students in J&K are entitled to free and compulsory education up to elementary level in government schools as per the Right to Education Act 2009”*. India became the 135th country of the world which all the children between the ages of 6 to 14 years will get the free and compulsory

elementary education. In Haryana State the Right of Children to free and Compulsory Education Rules-2011 have been framed and notified on 3rd June 2011 under the RTE Act, 2009. The major provisions of Right to Education are as follows:

- Education became the fundamental Right after the 86th constitutional amendment under article 21A.
- Education became the sole responsibility of the state and central government. Now no government can deny providing equal education opportunity to the children of 6-14 years without any discrimination of religion, caste, race, and gender, etc.
- The elementary education for class 1st to 8th became free and compulsory to all.
- The elementary education became the fundamental right and children can achieve it in a neighborhood school and it is the responsibility of the government to establish neighborhood school in the prescribed time of 3 years defined by this act.
- The education shall be free and the school (prescribed in the act) cannot charge the fees from the children up to the completion of elementary education and if any school take a capitation fee and take interview of his or her parents shall be punishable.
- According to this act he or she can be admitted to their age-appropriate class and the school provides the special training to complete his or her elementary education in the prescribed time.

- According to this act if a child wants to change the school to complete his or her elementary education the headmaster or school in-charge has to issue school leaving certificate and the no head can deny admission to such student in absence of any documentation like school leaving certificate if any head do this a disciplinary action can be taken against his or her under the service rules by the department.
- This act defines that it is the responsibility of appropriate government to provide infrastructure like school building, (Room for head or in-charge, room for every class, kitchen and separate toilet facility for girls and boys) Teaching staff, and learning material to ensure good quality education in the prescribed time and Training facility to the teachers and ECCE for the children of the age group of 3 to 6 years to prepares the children for elementary education.
- This act also defines the responsibility of the local government with state government and central government to ensure neighborhood school, maintain the record of the children of below 14 years and the children who cannot complete elementary education in their area, ensure admission and monitor attendance and functioning of school and decide the Academic calendar in their area.
- Every parent or guardian also must admit their child in a neighborhood school in the case of elementary education.
- RTE Act defines that the age of the child shall be determined by the birth certificate of the child issued by the authority but no child can deny admission

in the absence of age of proof and no child can be held back or expelled up to the completion of compulsory elementary education.

- Physical punishment and mental harassment are banned under the Right to Education and if any authority person practices it, disciplinary action can be taken under the service rules.
- After the commencement of this act certificate of recognition from authority to run a school is necessary, if any school or organization continues to run the school without recognition shall be liable to fine up to one lakh or ten thousand for every working day.
- A central government may amend this act by notification and can change, delete or add norms and standards.
- Every school constitute a SMC consisting at least $\frac{3}{4}$ from the parents or guardians, of children admitted in the school.
- The representation given to the section of weaker sections and half members shall be the women. Every school management committee is responsible to monitor the function of the school and to prepare a school development plan for the school.
- This act also specifies the minimum qualification for appointment as a teacher in an elementary school
- A pupil –Teacher ratio is prescribed in the act, for elementary education to maintain quantity and quality of education.

- Right to Education Act banned private tuition for the teachers.
- The Right to Education has a provision that no child has required to pass any board examination up to the completion of the elementary education.
- Every child has to award a certification after completion of the elementary education.
- The NCPCR and SCPCR has constituted under Right To Education to examine and review the safeguards of rights provide to the children and inquire about the complaints relating right to education and take necessary steps for protection of child rights.
- A central government has to constitute a National advisory council and the state government has to constitute the state advisory council to advise the central government and state government on implementation of the provisions in an effective manner respectively.

1.5. The RTE Act, 2009 and Challenges

In spite of the number of steps that the government has taken to better the spectrum being covered by the education system, there remains a lot of effort to be taken so that the overall functioning of the elementary education system improves. The Right of Children to Free and Compulsory Education Act was approved and brought into existence in the year 2009 and ever since it has been met with various problems:

The Absenteeism of Employed Teachers:

The act, though, addresses a good cause is largely unsuccessful in meeting its stipulated goals because the schools run short on human resources for the level of absenteeism of the teachers is high. Looking at the average teacher absenteeism throughout the world – it comes out to be around 20% worldwide. The teacher absenteeism throughout India happens to be the largest and comes out to be around 25%. (UNESCO's IIEP, 2011) The level of absenteeism further increases while the focus is laid down upon government teachers employed in primary schools, it scales from 15-40% and elevates while speaking of poorer states.

Schools are difficult to access especially in the rural areas and this serves to be a point of discouragement for the teachers to be at the school. Also, the lack of fundamental facilities like electricity supply or toilets or a uniform policy on promotion or that of the recruitment of teachers worsens the case. Thus, this affects the quality of education being dissipated and causes a loss of 22.5% of the funds being put forward by the government toward education. (Azad India Foundation, 2011)

Untrained teachers and training them:

The RTE Act considers teachers to have an exceptional role to improve the standard of elementary education being conferred to the students by ensuring that well-trained teachers are being assigned to the education system. However, there are complications attached to this assertion as well:

- The RTE rules mention that a class of 30 pupils must be accommodated by a qualified and trained teacher. However, the current pupil to teacher ratio is 34

(Bihar Government). The country is currently in need of one million teachers. (Singh, A., 2017, December 4, Teacher's Crisis in India: Country Falls Short Of 1 Million School Teachers)

- It has been noted that the number of teachers in primary schools who are qualified can be categorized as being unqualified and; thus, incompetent in ensuring a child's right to quality learning. (Varma, S., 2015, April 5, 1 in 5 primary teachers unqualified, According to Section 23(2) of the RTE Act provides for five years for the elementary school teachers to be trained.

According to the Ministry of Human Resource Development, there are about 0.67 million untrained teachers in India, presently. (Ernst & Young, 2012)

According to the National Council for Teacher Education Act and the RTE Act, the teachers who have been employed by the government should be conferred with training and must possess minimum levels of education for being deployed in different levels of school education. Thus, it was stipulated that the teachers were meant to attain their respective academic and professional qualifications within the period 5 years that the RTE Act mentions. However, it was a difficult task to accomplish. A study conducted by Seema Ojha (2013) that the head teacher of the school in which the investigation was being conducted of what "special training" referred to and what this training was based upon. The rules under the RTE Act also mention that if a child is being admitted after the completion of half-an-year of the academic session, i.e. six months, then he must be catered with special training, as determined by the head teacher of the school depending upon the knowledge that the child possesses. The investigation was conducted between November and February, and by that time the students have already entered the second semester of education at

school. Some students had joined the school during this period but no such mechanism was observed in the school and the students were enrolled in the classes, simply according to their age. This clarifies whether the RTE Act is being met or not.

Deficiency of Infrastructure Facilities:

According to the norms, mentioned below is a set of facilities that the schools must avail within the time period of three years since the notification of the act and the school buildings must consist of:

- Separate washroom for boys and girls
 - A head teacher office room with no barriers to entry
 - One-teacher classrooms
 - The amenity of quality drinking water
 - Playground
 - Mid-day meal kitchen with sufficient utensils
 - School building must be encircled and secured by a boundary wall
- speaking of the gaps between the mentioned infrastructure and the existing one:
- Classroom Availability: The number of classrooms per school, on average, comes out to 3.6. Also, 25% of the enrolment that took place in the year 2009-10 was in those schools wherein the student to classroom ratio was greater than 60. On average, the government schools accommodated 3.8 classrooms

and the private schools were home to 7.8 classrooms. (DISE Flash Statistics, 2009-10)

- Sanitation: 58% of the total number of schools had women washrooms in 2009-10. (DISE Flash Statistics, 2009-10)
- Transport and Safety: The government schools throughout the country do not provide for transport facilities; thus, the students who live the rural areas or those who have to travel form a long-distance find it difficult to come to school. The problem worsens because these schools are the ones that witness minimal girl admission. Also, there are only 50% of schools which have walls as their boundaries. (DISE Flash Statistics, 2009-10)
- Computer Facilities: Out of the many schools that India is home to, only 39% receive constant electricity supply and out of those only 16.65 have computers available with them. (DISE Flash Statistics, 2009-10)

State's official data, 2019 revealed that - "42.93% schools have no playground, 42.64% schools have no ramps to facilitate access to children with disabilities, 69.91% schools have no library, and 19.72% schools have no compound wall".(V.P Aradhya, 2019)

Quality education at the elementary level:

According to the UNESCO Institute for Statistics (UIS Data Centre), since 2000, enrolment in primary education in developing countries has reached 91% but we are far from having quality education for all. The right to education is not only the right to access education but also the right to receive good quality education.

Sustainable development is not feasible until the quality of education is restored. As per present statistics, 265 million children are deprived of education as they are not admitted to any private or public institutions. 22% of children under this data belong to the age of primary schooling. Despite attending schools, these children fail at acquiring basic skills & knowledge of writing, reading and primary level calculations. Although, some movements were taken in the past to promote education among girls and women by enrolling them in schools at all the levels. Still, a massive gap is needed to be filled, because not all the nations have been able to meet their benchmarks of delivering quality in all stages of education. Many factors contribute to the reduction in the quality of education. Likely factors are untrained teachers, lacking infrastructure of institutes, absence of equality in terms of opportunities for students. Certain steps must be taken to provide quality elementary education to children belonging to poor families. These steps are an arrangement of finances for providing scholarships, workshops for training teachers, improvement in the infrastructure of the school and providing basic amenities like electricity and water.

Violation of Kindergarten or Nursery Schooling:

The premier public auditory authority in India, CAG has probed and discovered severe shortcomings, in the manner in which finances were handled, in pertinence to the execution of the RTE(Right to Information) Act. The statement recorded by the CAG, documents that the states were found to be in violation of the regulations stated within the RTE Act. The states of Bihar, Punjab, Chhattisgarh, Gujarat, and Meghalaya, for example, were found to be lacking in their ability to deliver kindergarten or nursery schooling, as established in section 11 of the Act. Likewise, the other states (Arunachal Pradesh, Kerala, Assam, Sikkim and Rajasthan)

also were found encumbering students from progressing into the next grade, retaining them in the same standard. This was a blatant contravention of section 16 of the RTE Act (Makkar, 2017).

Merge of many government elementary schools in Haryana:

Several reasons are being cited behind the closing down of government elementary schools in Mahendergarh, Haryana, India. However, the senior officials working at the state education department cite the primary reason to be the small number of students enrolled and attending schools, in contrast to the availability of the abundant teaching staff. Another reason that was provided with the government officials, was the merger of many schools with fewer students. This resulted in the closing down of many schools that were combined to form fewer schools with more number of students (Times of India, 2020). The Government shut around 96 primary schools that had student count of less than 25. The list says that the highest number of schools that had lowest count of students are from Rewari and Mahendergarh (Kumar, 2019).

According to Vazir Singh, a member of the Haryana School Teacher Association, the accumulated information indicated that closure of 2502 schools has taken place in the past three academic years. In his opinion, this clearly points to the absence of sincerity on the government's behalf to arrange basic structural facilities for schools. According to an educational activist, the government should prioritise the enhancement of infrastructure facilities, elevating the quality of education in public schools (Deswal, 2020). Some sources consider the principal reason for the mergers to be the overall decline in enrolment in public schools. According to Brijpal Parmar,

who is an education activist, the growing number of private schools in the state increasingly upstaging the public schools (Deswal, 2017).

1.6. National Education Policy 2020 to Strengthen RTE Act, 2009

Draft National Education Policy 2019, has produced by the Ministry of Human Resource Development (MHRD), the K. Kasturirangan Committee. The policy aims to - universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025. The comprehensive report so surfaced by MHRD, K. Kasturirangan Committee proposed salient features of NEP 2020 related to the added new norm in RTE Act comprises that:

“The school education will cover children of 3-18 years, rather than the current age of 6-14 years under the RTE Act. It covers three years under early childhood care and education (ECCE) and four years under secondary education. ECCE would facilitate learn-by-fun and self-exploratory-based learning for children of that age group.”

1.7. Quality Education as SDG 4

Education is the fundamental factors of all round development of human being. The aim of SDGs 4 is to ensure the availability of all-around characterized education among all the students and motivate learning till infinity. The radical change can be achieved only if we utilize the technical aptitude in a combination of development finance so that poverty could be removed, prosperity can be enhanced and sustainable development could be achieved. Keeping the factors like birthplace, gender and family income aside, we must take steps that encourage students to attain standardised education along with required learning opportunities in their entire lifetime (Jim Yong Kim, World Bank Group). In a recent address by Prime Minister

Narendra Modi on his famous programmeme "Mann Ki Baat", he shared his thoughts on education and its significance, he even enlightened the government's objective to escalate the spread of education to the entire country. Although, rather than education, need to improve the quality education. An announcement was also made by Shri Prakash Javedkar, the HRD minister about his intention to priorities the enhancement of education's quality across the country.

SDG 4 Target 4.1: *“By 2030, ensure that all girls and boys free, equitable and quality primary and secondary education and it focuses on Indicator 4.1.1, described as: in grade 2/3(4.1.1.a); at the end of primary education (4.1.1.b); and at the end of lower secondary education (4.1.1.c.) Children achieve at least a minimum proficiency level in (i) reading and (ii) mathematics”.*

1.8. Need and Significance of the Study

RTE Act,2009 programme has play a significant role in admitting all children age group of 6-14 years in neighborhood school and achieve the aim of UEE (Universal Elementary Education).This programme has been a boon for EWS children. Mostly EWS children, parents were cut off from education, they were not aware about the education or Education Right. This programme has motivated and provoked to parents to send their children in neighborhood government school. RTE Act 2009 has been successful to overcome the lacuna of previous implemented programmes' aim to achieving the goal of hundred percent enrolments and admit 6-14 years child in neighborhood government school. Although, on the ground floor, there are several issues which create the restriction to achieve the desired goals. Today India has been facing the problem of achieving the aim of quality education at

elementary level in government school. According to press report, Government schools day by day are shutting down and around 100 schools were closed due to poor strength of low student enrolment in Haryana.

Haryana is the biggest sector of private schools and is still struggling to effectively implement the RTE Act rule 134-A. A lot of issues prevalent regarding this. Section 12 (1)(c) of the RTE Act, entitles that 25% seats are reserved in unaided school for those children who belong to backward and disadvantaged groups children. In private schools, new session start with the month of April but the process of admitting EWS children in private school till July-August. Government schools not running properly due to lack of skillful leader and parents have negative perception towards government schools that there no good education is delivered. Govt. elementary schools will be only running properly when all the stakeholders under RTE Act, 2009 play their duties sincerely which were assigned by the state government.

Elementary education is free and compulsory for all the children's of age group of 6-14 years under article 21-A in the constitution of India. But one of the major challenge is lack of awareness among the teachers, parents and local authority and others stakeholders. If there will be no awareness among different stakeholders, not have the knowledge about their roles & responsibilities then how it is possible to implement the RTE Act, 2009 in the effective way. It is possible only when all stakeholders are fully aware about their roles and responsibilities and play their roles and responsibilities sincerely.

The present study is motivated by the highlighted fact of the previous studies that there were poor implementation of RTE Act, 2009, infrastructure provisions were not fulfilled by schools (Ojha, 2013), (Das, 2014), (Paikray, 2015), (Shruthi & Krithika, 2017), (Mohalik, 2017), (Kar, 2019), (Bose, 2020); lack of awareness among various stakeholders (Mondal, 2015), (Raju, 2016), (Sofi, 2017), (Sethi & Muddgal, 2017); not effective implementation of SMC' meeting (Bhattacharya & Mohalik, 2015), (Kumar, 2016), (Kar, 2019); poor learning outcomes and quality education is the major issues at present time (Das, 2014), (Raman, et al. 2017), (Balmiki, 2017), (Mohalik, 2018) as well as revealed by multiple ASER reports and NAS reports.

So, the researcher wants to evaluate the status of implementation of RTE Act, 2009 in the area of six villages (Jant , Pali ,Malra ,Dholi, Lawan ,Bhurjat) which adopted by Central University of Haryana, Mahendergarh district. The study examines the perceptions of different stakeholders on their relevant roles and responsibilities which have assigned by the state government for the effective implementation of RTE Act 2009. It covers all the dimensions under various stakeholders' roles and responsibilities. Therefore, the findings of this study will provide a holistic picture of the implementation of RTE Act, 2009.

In comparison to other studies the present study will provide the holistic understanding about the implementation of RTE Act, 2009 because the present study consists all relevant stakeholders (teachers, head teachers, parents, SMCs, local authority, education authority like ABRCs, BEO and students) under Act, 2009 and study will examine roles and responsibilities which have been assigned for effective implementation of act, 2009. The purpose of including different stakeholders in the study is to know that they play their roles and responsibilities in sincerely way or not

because the effective implementation is only possible when then all stakeholders play their duties sincerely and effectively then the ultimate goal of quality elementary education can be achieved definitely.

It is significant and justified as it takes a micro approach and examines the various dimensions under duties and responsibilities of different stakeholders. This study will be helpful to bridging the gap of lack of knowledge regarding the effective implementation of RTE Act, 2009. There is strong need to carry out evaluative study to know the success & failure of RTE Act, 2009, to understand the effectiveness of program and to know the government elementary education system. Present study will not be helpful only to identify those areas of programme which are require to improvement for effective implementation of act,2009 but also it will help to designing better educational policy to achieve the aim of attaining universal foundational learning and numeracy skills by 2025 (as per NEP-2020) at block level as well as district level.

1.9. Statement of the Problem

The purpose of the present study is to evaluate the status of implementation of RTE Act,2009 in the area of six villages (Jant , Pali ,Malra ,Dholi, Lawan ,Bhurjat) which adopted by Central University of Haryana, Mahendergarh, under the programme Unnat Bharat Abhiyan & Community Development on the dated 7th July 2015. So the present study is titled as **“An Evaluative Study of RTE Act, 2009 in the adopted villages of Central University of Haryana”**

1.10. Operational Definitions of the Terms Used in the Study

- i) An evaluative study:** In the present study, an evaluative study means to evaluating the status of school' norms (physical & human resources) and examining the roles and responsibilities performed by various stakeholders (Parents, Teachers, Head teachers, SMCs, local authority) for the effective implementation of RTE Act, 2009. Here, an evaluative study is undertaken to evaluate the status of implementation of RTE Act, 2009 in the area of six adopted villages by Central University of Haryana, Mahendergarh district under the programme Unnat Bharat Abhiyan & Community Development on the dated 7th July 2015.
- ii) RTE Act, 2009:** The Right of Children to Free and Compulsory Education Act, 2009 launched by the Ministry of Law and Justice, GOI, Gazette of India is evidence considered. The implementation of the provisions related to schools, head teachers, teachers, parents, SMCs, local authority and other authority and specific divisions of roles and responsibilities of different stakeholders under RTE Act, 2009 is considered in the study.
- iii) Adopted villages:** In the present study, adopted villages means those villages which were adopted on the dated 7th July, 2015 by the Central University of Haryana, Mahendergarh district under the programme Unnat Bharat Abhiyan & Community Development. These adopted villages are: Jant , Pali , Malra , Dholi, Lawan , Bhurjat.
- iv) Central University of Haryana:** In the present study, the Central University of Haryana is which was established by Government of India in

2009 under the central Universities Act, 2009, located in Mahendergarh district of Haryana state, India.

- v) **Stakeholders:** In the present study stakeholders (Parents, Teachers, Head teachers, SMCs, local authority concerned to adopted villages' schools) means those persons who are directly or indirectly involve in the implementation of the RTE Act, 2009 and put their efforts for the purpose of proper running the programme and having certain roles and responsibilities under the RTE Act, 2009.

1.11. Research Questions

1. What is the status of school's norms and standards with reference to physical resources and Human resources in the context of the RTE Act, 2009?
2. What are the roles and responsibilities performed by various stakeholders for the effective implementation of RTE Act, 2009?
3. What are the academic achievements of class 5th and 8th students in three subject such as Hindi, English, and Mathematics?

1.12. Objectives of the Study

1. To study the status of school's norm and standards with reference to Physical resources and Human resources in the context of RTE Act, 2009.
2. To study the views of head teachers regarding their roles and responsibilities in the context of RTE Act, 2009.

3. To study the views of teachers regarding their roles and responsibilities in the context of RTE Act, 2009.
4. To study the views of parents regarding their roles and responsibilities in the context of RTE Act, 2009.
5. To study the views of school management committee members regarding their roles and responsibilities in the context of RTE Act, 2009.
6. To study the views of local authority (head of village, sarpanch) regarding their roles and responsibilities in the context of RTE Act, 2009.
7. To study the views of educational authority (BEO, ABRCs) regarding the implementation of the RTE Act, 2009.
8. To study the academic achievement of class 5th and 8th students.
9. To suggest some measures regarding the effective implementation of the RTE Act, 2009.

1.13. Delimitations of the Study

The present study was delimited to the following aspects/areas:

- Only nine govt. elementary school of six adopted villages by Central University of Haryana, Mahendergarh.
- Only 382 sample (48 teachers ,12 headmasters, 60 parents, 60 SMCs' members, 6 local authority members, 3 ABRCs and 1 BEO, 192 students of class 5th & 8th).

- Roles and responsibilities of different stakeholders (Head teachers, teachers, parents, local authority, ABRCs, BEO) of nine govt. elementary schools.
- Availability of physical and human resources in the nine selected school only.
- Academic achievements of students, studying in the class 5th and 8th only in three subject i.e. Hindi, English & Mathematic.