

## 10 YEARS OF RIGHT TO EDUCATION (RTE) ACT: ACHIEVEMENTS AND GAPS IN HARYANA

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**DOI No. – 08.2020-25662434**

### Abstract

Measuring productivity of Right to Education (RTE) Act, 2009 is a subject of much enquiry to know the status of elementary education. The current study is an effort has been made by the investigators to study that how far the various aspects of RTE Act accomplished. Therefore, the present study was conducted to measure the achievements and gaps of RTE Act in Haryana for a decade (2009-2018). Based on data generated by ASER and DISE on elementary education, it was found that many of the changes are simply revolutionary and RTE received considerable impetus during the last decade. Enrollments of children, infrastructure facilities, constitution of school management committee (SMC), and mid-day meal (MDM) facility are improved after implementation of RTE Act in Haryana. However, while Haryana has made considerable progress in improving some aspects when measured quality and quantity of schooling inputs including student enrollment, infrastructures, SMC and MDM, while the progress in pupil-teacher ratio (PTR), students' attendance, reading performance, learning outcomes and quality education has been found minimal. Therefore, through the paper an effort has been made to crash these challenges with providing some suggestions that can be helpful to improve the implementation status of RTE Act.

**Keywords:** Right to Education, enrollment, infrastructures, pupil-teacher ratio, quality education

### INTRODUCTION

Education is the most capacious instrument and a proven tool to shape the destiny of an individual as well as fast development of any nation. It is an investment in human capital which makes capable an individual to initiate, sustain, achieve freedom and empowerment; through which anyone can contribute to the advancement of society, economy, culture and the nation as a whole. Article 26 of the Universal Declaration of Human Rights (1948) considered elementary education as the fundamental human right of all people and highly appreciated the Right to Education as it laying the strong foundation of enlightened and civilized society.

The preamble of Indian constitution assures the "Equality of status" and "Equal opportunities" to all citizens irrespective of color, caste, creed or religion (Article 14 & 15). As education is considered as mechanism of creation of a future generation, the directive principles of Indian Constitution obligate the Indian government to ensure universal school education under Article 45. In order to make the education as a fundamental right through the 86<sup>th</sup> amendment of constitution act 2002, a new article 21-A is inserted in the Indian constitution. In 2009, the Indian Parliament passed an act naming "Right of children to Free and Compulsory Education (RTE) Act 2009", which mandates the free and compulsory elementary education of all children

between the age group 6 to 14 years in a neighborhood school. The Act became operative on 1<sup>st</sup> April 2010 and India became one of the 135 countries to make education a fundamental right to every child. In Haryana it became into force from 1<sup>st</sup> April 2010. RTE provides an equal opportunity to get free and compulsory elementary education without any sort of discrimination in respect of gender, color, cast, creed, religion, society ability or disability. The focus of RTE is on enrollment and retention of children, infrastructural facilities, pupil-teacher ratio (PTR), classroom-teacher ratio (CTR), inclusive aspects, and school management committees (SMC), evaluation and quality aspects.

- To identify the status of achievements and gaps of RTE Act for a decade (2009-2018) in Haryana.
- To identify the challenges in the way of effective implementation of RTE Act.

### RESEARCH METHODOLOGY

The present study is descriptive and empirical in nature to find the achievements and gaps of RTE Act in Haryana for a decade 2009-2018. The current study is based on secondary data which is based on different reports of Government, ASER, DISE, MHRD and websites. Further data has been collected from various databases such as Google Scholar, Science direct, JSTOR, PROQUEST etc. Percentage analysis and Compound Annual Growth Rate (CAGR) is calculated to know the growth of different norms of RTE Act. Research studies describing implementation of RTE Act, issues and challenges in implementation of RTE Act have been included to know implementation status of RTE Act and unfinished tasks or issues and challenges in the way of successfully implementation of RTE Act.

**Table- 1: Trends over time with CAGR in percentage (%) 2009-2018**

Indicators	Years	2009	2010	2011	2012	2013	2014	2015*	2016	2017*	2018	CAGR (%)
<b>Enrollments</b> (Age : 6-14: All)	Primary level (7-10)	97.5	99.0	99.2	99.1	99.5	99.3	98.6	98.4	98.8	98.8	0.13
	p-Prim. level (11-14)	96.0	98.6	98.2	97.9	97.6	97.3	97.6	97.4	97.8	97.8	0.19
	(Age 6-14: All)	96.9	98.9	98.6	98.5	98.7	98.4	97.57	98	98.1	98.3	0.14
<b>Students' Attendance (Average)</b>	Primary level	83.7	82.9	76.4	77.2	74.9	78.7	80.2	82.3	79.6	77.7	-0.74
	Up-Prim. level	84.9	81.7	78.8	77.8	75.0	79.6	81.6	83.8	80.7	77.6	-0.90
<b>Reading Performance</b>	Children in Std V who can read Std II level text	65.8	67.6	66.0	59.7	63.1	68.2	67.6	68.3	68.8	69.3	0.52
	Children in Std VIII who can read Std II level text	86.4	87.8	87.7	87.4	85.5	85.2	85.4	83.8	84.3	81.3	-0.61
<b>Teachers' attendance (Average)</b>	Pr. schools (Std I-IV/V)	86.4	89.8	84.9	85.5	86.9	85.8	85.6	85.3	86.4	87.0	0.07
	p. Prim. schools (Std I-VII/VIII)	84.9	87.8	85.9	83.4	86.4	86.1	85.4	85.8	86.8	88.5	0.42

- Source: Annual Status of Education Report (ASER), DISE
- '-' shows the non availability of data.
- '\*' represents the provisional data

Table-1 is indicating the percentage of enrollments of children at primary and upper primary level with their age group, attendance of students, reading performance and teachers' attendance at primary and upper-primary level for ten years (2009-2018) with a compound

annual growth rate (CAGR). In 2018, total enrollments at elementary level were 98.3%. It is a great achievement of RTE Act in Haryana. The CAGR for the enrollments of children is positive for primary level and upper primary level i.e. 0.13% and 0.19% respectively; indicates the growing trend of enrollments of children. The overall CAGR for the age group 6-14 years is 0.14%, indicates the overall growth in the enrollments of children at elementary school level. However the enrollments of children at elementary level have increased over the years but there was a decreasing trend of students' attendance at primary as well as upper primary level. In 2009, students' attendance was 83.7% which has decreased up to 77.7% in 2018 at primary level. Whereas at upper primary school level students' attendance was 84.9% in 2009 and decreased up to 77.6% in 2018. It indicates the decreasing trend of student attendance with a negative CAGR i.e. -0.74% and -0.90% for primary and upper-primary school level respectively. It shows a gap and hurdle in the way of implementation of RTE Act.

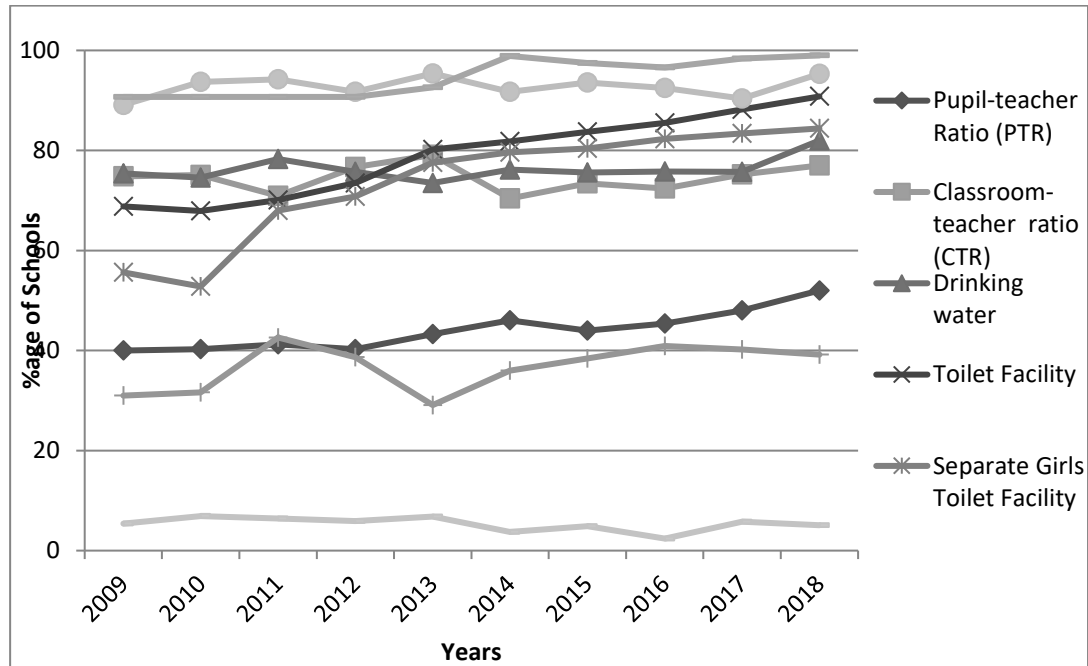
The CAGR for reading performance of children at primary level is 0.52% whereas at secondary level is found negative i.e. -0.61% which shows the decreasing trend of reading performance at upper primary children. It shows a limitation of reading performance of the children at upper primary school level.

Teachers' attendance is also showing a positive CAGR at both levels indicates the growth in the attendance of teachers at both levels. The overall percentage of attendance of primary teachers has increased with a very low rate. Whereas in upper primary schools the attendance of teachers was 84.9% in 2009 and reached up to 88.5% in the year of 2018. The CAGR for primary and upper primary schools teachers are 0.07% and 0.42% respectively; which is showing the increasing trend of teachers' attendance at elementary level.

**Table- 2: Percentage (%) of Schools meeting selected RTE norms 2009-2018:**

Indicators	2009	2010	2011	2012	2013	2014	2015*	2016	2017*	2018	CAGR (%)
Pupil-teacher Ratio (PTR)	40*	40.3	41.2	40.3	43.3	46	44	45.4*	48	52*	2.66
Classroom-teacher ratio (CTR)	74.8*	75.1	70.9	76.7	79.1	70.4	73.4	72.4*	75.2	77*	0.29
Drinking water	75.4	74.6	78.3	75.7	73.5	76.2	75.6	75.8	75.7	82.0	0.84
Toilet Facility	68.8	67.9	70.1	73.5	80.2	81.8	83.7	85.5	88.2	90.8	2.81
Separate Girls Toilet Facility	55.6	52.8	68.0	70.8	77.6	79.6	80.4	82.3	83.4	84.4	4.26
Mid-Day-Meal	89.1	93.7	94.2	91.7	95.4	91.7	93.6	92.5	90.4	95.3	0.67
Library	31*	31.6	42.6	38.7	29.1	36.0	38.4	40.9	40.2	39.2	2.37
Computers	5.4*	6.9	6.4*	5.9	6.8*	3.7	4.9	2.4	5.8	5.1	-0.57
SMC	-	-	-	90.7	92.6*	98.9	97.5	96.6	98.4	99.0	1.26

- Sources: ASER, DISE
- '-' shows the non availability of data.
- '\*' represents the provisional data



**Figure-1: Trends of Percentage (%) of Schools meeting selected RTE norms 2009-2018**

Table-2 is indicating the percentage of schools meeting the selected RTE norms over the ten years i.e. 2009 to 2018 with a compound annual growth rate (CAGR). The CAGR for the pupil-teacher ratio (PTR) is positive i.e. 2.66%; indicates the growing trend of schools were having a standard PTR as per RTE Act. Classroom-teacher ratio (CTR) is also showing a positive CAGR i.e. 0.29% and in 2018 there were 77% schools were having a proper classroom for every teacher in their schools.

Drinking water facility is also improved in the schools after implementation the RTE Act in Haryana. In 2009 there were 75.4% schools were having the drinking water facility which is improved up to 82% in 2018. The CAGR for the availability of drinking water facility in schools is 0.84%. Toilet facility is also improved in the schools with a CAGR 2.81% which indicates the growing trends of schools were having toilet facility. In 2018, 90.8% schools were having a toilet facility in their schools. Whereas 84.4% schools were having a separate girls toilet facility in 2018 with a CAGR 4.26%. This is showing a great improvement in the physical infrastructures of schools.

Mid-day-meal (MDM) facility is also increased after implementation of RTE Act. There were 89.1% schools in 2009 which were having a MDM facility; which were increased up to 95.3% in 2018 with a CAGR 0.67%. Schools with library facility is also increased in 2018 with a CAGR 2.37%, but still there were about 60% schools were not having a library facility with a good amount of books, newspaper and magazine facility in their schools.

Computer facility is not improved over the ten years of passing the RTE Act. In 2018, there were only 5.1% schools were having the computer facility in their schools with a negative CAGR - 0.57%; which indicates negative trends of schools having computer facility. It is due to most of schools were having a limited number of computer systems which were also not working properly.

School Management Committee (SMC) has a good improvement after passing the RTE Act. 99% schools were having constitution of SMC in their schools in 2018. The CAGR for SMC is positive

i.e. 1.26%; which indicates the growing trend of schools were having SMC.

### ISSUES AND CHALLENGES IN IMPLEMENTATION OF RTE ACT

Based on review of literature many issues and challenges are found in the way of effective implementation of RTE Act:

- **Lack of physical infrastructure:** Although the physical infrastructure facilities such as drinking water facility, availability of toilet facility has improved after implementation the RTE Act, yet there are lack of classroom per teacher, study and training material for children admitted as per age appropriate class, lack of availability of books in library and computers are found even after passing the ten years of RTE Act. In 2018, only approx. 40% schools have library in their schools in Haryana (as shown by ASER reports). Inappropriateness of study material and inadequate infrastructures in schools is being the major problem in effective implementation of RTE Act (Samaresh, 2017).
- **Unsatisfactory Pupil-teacher ratio (PTR):** The high PTR is a big concern in the way of effective implementation of RTE Act as well as to achieve the goal of quality education (Jana, 2016). There were only about 50% schools were with the standardized PTR in 2018, even after passing the ten years of RTE Act (as shown by the ASER reports). Inadequate number of teachers and inequality of teachers in some schools is the major concern to maintain pupil- teacher ratio as per the Act (Bhat and Waseem, 2018).
- **Lack of awareness among teachers:** A teacher is considered as backbone of the education system as well as they are the most important stakeholders to implement any education policy in a true sense. So they should have to well aware about any education policy. After passing the ten years of RTE Act, awareness among teachers still must be promoted towards RTE Act. Manoharan and Pazhanivelu (2019), also pointed found that majority of the prospective teachers were in the moderate level of general awareness towards the RTE Act.
- **Low attendance:** Low attendance of children and teaching staff never make the universal quality of education as it adversely affects the overall performance of children. As per 2011 census, one child out of seven (age 6-14) has never attended the school.
- **Lack of awareness among parents:** Parents are the important stakeholders to make sure to send their children in schools. They shall be aware about any policy and regulations related to education of their children. Many of the studies reveals that there are not significant awareness among the parents towards the RTE Act ( Shashikala and Yarriswamy, 2019), (N. D., Manju, ,2015), (Makannavar and Joshi, 2018). Tashi and Renuga, (2018) found that 80% of people felt that Government should increase the awareness of RTE and other provisions of child rights among parents.
- **Lack of motivation:** Lack of motivation among teachers and parents is also the major problem. Teachers do not take interest to teach with latest technology. According to a study done by Sethi and Muddgal in 2017, teachers have an opinion that RTE Act increase the responsibilities of teachers as well as of schools towards the students. On the other hand some parents also not interested with inclusive education of children as they feel psychological insecurity towards the mixing of underprivileged background children with their children under the provision of 25% reservation for backward class (Kaushal, 2012).
- **Lack of quality education:** Quality of education is suffering even after the Act has been passed before a decade. In 2018, there were approx. 31% students of V<sup>th</sup> std. and 20% students of VIII<sup>th</sup> std. were not able to read the II<sup>nd</sup> std. level text (as shown by ASER reports).

Low reading performance and low learning outcomes of students shows the lack of quality education.

- **Social issues:** The issues of poverty, child labour, lack of infrastructure, backlog teachers and quality teaching, problems faced by tribal and under privileged children are the major challenges in implementation of RTE Act (Vokendro, 2012). Poverty, child labour and drop-out rate are closely related. Lack of interest for education and attitude of people belongs to marginalized section is the big challenges.

## CONCLUSION

Education is the capacious tool to develop the entire personality of an individual. And Indian Constitution makes it a fundamental right to every human being. Government of India enacted RTE Act in 2009 with a fresh hope to achieve quality elementary education which would bring much qualitative and quantitative advancement in the school education. However, it make some significant changes in the quality and quantity of enrollments of children, infrastructures and some other aspects, while the standard of learning outcomes and quality education has been found up to mark. ASER reports regularly highlighted the fact that reading performance, learning outcomes and quality of education were stagnant. Based on data generated by ASER and DISE on elementary education, the present study showed that there are good improvements in the status of infrastructure as per RTE norms in Haryana state of India. Although no doubt there is being increasing trend of enrollments, infrastructure facilities, MDM facility and SMC yet the attendance of children, learning outcomes, PTR, CTR, availability of books in library, properly working computers become remains the concerning issues. These issues and challenges in the form of gap raise some important governance questions in the way of effective implementation of RTE Act. The problem with the quality education will continue to persist if the focus of government remains on merely spending on inputs such as on infrastructures, creating schools and spending disproportionately on their maintenance. The focus of government needs to shift from quantity to quality or towards performance-based evaluation and quality education. RTE Act, alone does not solve the problem of illiteracy in India (Nautiyal, 2013). The collective action of all the stakeholders engaged with education system including parents, teachers, schools authorities, local bodies and Government can make it possible to implement RTE in true sense. Only then RTE Act can become really an evolutionary step towards universalization of quality education if it is implemented with a true spirit so that it can really improve the system of imparting education in the country as well.

## SUGGESTIONS

- Learning should be done in mother tongue. So that learning could be easy to understand for local children. Learning in another language other than mother tongue is the main barrier in the way of inclusive education (Mamidi, 2017).
- Learning should be based on some practical aspects such as role play activity so that children take interest in learning new things. It probably enhances the attendance of children and learning outcomes as well.
- Government should focus on improving the pupil-teacher ratio by the proper allocation of teachers as per the strength of students in class.
- Teachers should be aware, well trained and competent enough to promote all round development of child's personality. For this, seminars, workshops and different training

programs should be organized by the Government.

- Parents should be aware about the education of their children. For this purpose Government and teachers can together consult and motivate them about the scope of education. So that they could be aware about the rights of their children and aware about the long run benefits of education.
- Government should inspect time to time that all the provisions of RTE Act are fulfilled. It probably enhances the performance or outcomes of RTE Act.
- Government should conduct various seminars, workshops and awareness programs for all the stakeholders engaged with the education system including parents, teachers, school authority and local bodies to aware them about their roles and responsibilities towards the implementation of any education policy to raise the standard of education in the whole country.

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