

## A LITERATURE REVIEW ON IMPLEMENTATION OF RIGHT TO EDUCATION ACT (RTE, 2009) IN INDIA

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### *Abstract*

*A quality education is the foundation of sustainable development, and therefore it is included in Sustainable Development Goals. Education is a force multiplier which enables self-reliance, boosts economic growth by enhancing skills, and improves people's lives by opening up opportunities for better livelihoods. In India, Sustainable Development targets for 2030 call for ensuring the completion of free, equitable and quality primary and secondary education with relevant learning outcomes for all girls and boys. Primary education is the first learning phase to every child and contributes to the further higher quality education which directly leads to the sustainable development. Therefore, it is pertinent to know the status of elementary education and challenges before the access of quality education in India. In India, a significant progress has been made after the universalization of education through an act passed by Indian Constitution in 2009. Therefore, the present paper is focusing on the status of effective implementation of Right to Education Act, 2009 (RTE Act, 2009); which ensures the elementary education of children in India. The Right to Education Act, 2009 is a legal instrument, promises to every child to get free and compulsory elementary education covering the age group of 6 to 14 years under Article 21A of Indian Constitution. The act came into force on 1<sup>st</sup> April 2010 and India becomes one of the 135 countries to make education a fundamental right to every child. The act supports the equal opportunity of education to all children without any discrimination in respect of gender, color, ability or disability, cast, religion or any social status with basic infrastructures and facilities such as study material and mid-day-meal. However despite statutory framework, the idea of free and compulsory education with quality education to all children remains to be dream to the nation. It has been noticed through the literature reviewed that Right to Education Act is a revolutionary step that universalize the education, however the dream of 100 percent literacy is still far away due to some issues such as insufficiency of teachers, lack of good infrastructure, lack of funds, social issues (poverty, child labour, gender and cast discrimination) etc. in the way of effective implementation of RTE Act. For effective implementation of the Act, there must be full cooperation between parents, teachers and school authorities. The implementation of RTE Act is a herculean task and needs to more review and discussion. Therefore, in the present paper contribution of various researchers has been explored regarding various stakeholders and major issues or factors affecting the effectively implementation of RTE Act in true sense. On the bases of collection and review of various relevant studies, a conceptual framework of challenges before education stakeholders for effective implementation of RTE Act has been developed to providing the future research direction.*

**Keywords:** Sustainable Development, Right to Education, Awareness, Quality Education, Pupil-teacher Ratio, Infrastructure

### **INTRODUCTION**

Education is the universal human right and no any nation can neglect the importance of education. It is the key element which helps to achieve the other sustainable development goals. Moreover it is the process of character building and intellectual development of a person (Babu and Chandra 2018). India has a history of education from ancient time. Under British rule education was not much a crucial issue. But after

independence Article 45 of the newly framed constitution state about the free and compulsory elementary education to the children up to 14 years. In 1968, National Policy on Education (NPE) was attested by the Government as an official commitment and further underscored it in 1986 and it was recommended by the policy in 1992, to consider Right to Education as a fundamental right (Ojha, 2013).

For this purpose 86<sup>th</sup> constitutional amendment was passed in December 2002 in parliament and Article 21A was added for free and compulsory education to the age group of 6-14 years as a fundamental right of every child. This Bill introduced and passed in parliament by both houses (Lok Sabha and Rajya Sabha) and received the assent of the President in August 2009. This Act came into force on 1<sup>st</sup> April 2010 and India became one of 135 countries to make education a fundamental right to every child (Zorinsangi, 2018). The model rules of RTE Act were framed by the Center Government to provide guidelines to States for implementing the Act. The Act provides the free and compulsory education to every child without any discrimination of gender, cast, religion and social or economic status with the basic infrastructure facilities such as boundary wall, playground, safe drinking water, separate toilets, play materials, teaching-learning equipments, classrooms and a mid-day-meal.

Various studies such as implementation of RTE Act, awareness among parents and teachers, accessibility of RTE, issues and challenges etc. have been conducted in this era. A study done by Rekha in 2015 revealed that according to teachers, infrastructure is the major problem in implementing the RTE Act. A similar result was found by Adak in 2017 that the inappropriateness of material, for the training of children admitted as per age appropriate affecting the quality of education. Bhat and Raja (2018) also recognized that untrained teachers and infrastructural gaps are the causes of lack of quality education. Indian Express, (2018, October 31) expressed that not holding back in a class means that a child has moving forward without getting an attributes. Consequently quality of education suffers.

Mehendale (2014) suggested that quality of education is largely created through level of education, school, teacher and students because only legislation is not the only tool to measure the quality. Parents should take initiative to send their children in schools as suggested by Khan (2017). Lack of responsiveness among the parents is a key issue and creates hurdle in effectively implementation of RTE Act. According to Tashi and Renuga (2018) 80% of people felt that Government should take some steps forward to increase the awareness among parents and other stakeholders towards RTE Act and other provisions of child rights. The new national Education Policy and Sustainable Development Goal 4 also share the goals of universal quality education.

## OBJECTIVE

- To study the challenges before the stakeholders towards implementation of RTE Act in India.
- To develop a conceptual framework of challenges in effective implementation of RTE Act to provide future research direction.

## RESEARCH METHODOLOGY

The present paper is a conceptual paper based on systematic review of literature of forty relevant research studies for a decade 2010-2020. In this study data was collected from various database such as Google Scholar, Science direct, JSTOR, PROQUEST etc. Research studies describing implementation of RTE Act, awareness among parents and teachers, issues and challenges in implementation of RTE Act have been included to know the challenges before the successfully implementation of RTE Act.

**Table 1: Literature Review**

Sr. No.	Topic	Author(s)/Year	Area of study	Type of study, Data/Method of data collection and Sample Size	Statistical technique used	Factor studied	Findings
1.	Right to Education and Right to Educate: A Study of the Impact of Right to Education Act on Unrecognized Schools in Delhi	Singh (2010)	Delhi (India)	Primary and Secondary data, personal interview & analysis of legal documents	Percentage analysis	Infrastructure	It was concluded that most of schools have not well equipped library, high trained teaches and less space for classrooms as per RTE Act. The researcher suggests that Infrastructure is the main challenge in effectively implementation of RTE Act.
2.	Right to education vs. Right to Education Act	Sadgopal (2010)	India	Conceptual study	Content analysis	Critically examine the provisions of RTE act: Access, teaching quality, age criteria, financial constraints	The researcher critically examined the provision of RTE act and recognized the aspects of problem entails as per this act pertaining to language policy, access to neighbourhood school, paucity of funds, infrastructure, quality education etc. There is no any provision regarding the pre-school education and what about the education of age group between 14 to 18 years. Ensuring students' schooling success should be more important to successfully implementation of RTE Act.
3.	Improving Access and Quality in the Indian Education System	Hill and Chalaux (2011)	India	Secondary data	Percentage analysis	Quality of education	Households spend around 0.9% of GDP on tuition fee in 2007-08 (National sample survey). And government spends 3.8% of total GDP on education. Literacy rate of India was found at 74%, whereas in Haryana literacy rate was 77% and Kerala was found at first level in literacy rate with 94%. Bihar was lowest literacy rate 64% in the study.
4.	A Study of the Awareness among Elementary School Teachers in the National Capital Region on "The Right of Children to Free and Compulsory Education Act, 2009". (Right to Education Act)	Vyas (2011)	Delhi (India)	Primary data, Questionnaire , 160 teachers	Mean, SD, 't' test	Teachers' awareness	The study has found that the Government school teachers were comparatively more aware than private school teachers towards the RTE Act and its basic provisions including free elementary education, 25% reservation policy, pupil-teacher ratio and constitution of School Management Committee (SMC).
5.	Implementation of Right to Education in India: Issues and Concerns	Kaushal (2012)	India	Conceptual study	Content analysis	Access, 25% provision, Quality of Education, infrastructure	The study revealed that there is a huge difference in the view of access to education in different locations, social groups and gender; which cannot be classified as public or private. A psychological insecurity was found among the parents towards the mixing of underprivileged background or economic weaker section (EWS) children with their children under the provision of 25% reservation under the Act. Whereas several schools are charging the capitation fee from parents. Qualities of education and basic infrastructure are also not good.
6.	The Challenges ahead of Right To Education Act, 2009	Vokendro (2012)	India	Conceptual study	Content analysis	Social issues, infrastructure, quality education, attitude of parents	Social issues including poverty, child labour, lack of infrastructure, backlog teachers and quality teaching, problems faced by tribal and underprivileged children are the major challenges in implementation of RTE Act. Lack of interest in education and attitude of people belongs to

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							marginalized section are the big challenges.
7.	A study of the Awareness of Right to Education Act, 2009 among the B.Ed Student teachers in Coimbatore District.	Nithya (2013)	Coimbatore	Survey method, primary data, Questionnaire , 550 respondents	Simple random sampling, Mean, SD, 't' test	Awareness among prospective teachers	It was revealed from the study that level of knowledge and awareness among student teachers is below the average towards the provisions of RTE Act.
8.	Right to Education Act: An Analysis of Teachers Awareness in Central India	Thote and Rathoure (2013)	Morena Distrc (India)	Normative survey method & primary data, Questionnaire , 200 teachers	Percentage analysis, Mean, SD, 't' test	Teachers' awareness	The findings revealed that 30% of school teachers were not having any awareness and 20% of teachers were having a little awareness about the RTE Act. Only 30% of teachers were having a good awareness or above the average awareness towards the RTE Act. The author suggested that awareness towards RTE Act among teachers still must be promoted as teachers are the kingpin of the entire education system.
9.	Right to Education (RTE): A Critical Appraisal	Uma (2013)	India	Both primary & secondary data, 200 individuals	Random and convenient sampling	Age criteria, quality of education, infrastructure	Act does not consider the children of age less than six years or kids of pre-nursery. The quality of education is compromising even the act has been passed.
10.	An Analysis of the Challenges to the Right to Education Act, 2009 in Context of Access, Funding and Quality in India	Allam (2014)	India	Secondary data	Percentage analysis	Access, students' attendance, pupil-teacher ratio, funding	Many of States have facing the difficulties in accessing education to all sections of societies due to lack of funds. While the Goss enrollment Ratio was found at 98% but the attendance level of students was only 57%. It was showing a hurdle in the accessibility of education to all children. Also there was a shortage of 12 lakh primary teachers. Funding is another challenge in implementation of RTE Act.
11.	Awareness of Right to Education Act among Teachers	Lal (2014)	Rohtak (India)	Descriptive survey method & Primary data Self made questionnaire , 120 prospective teachers	Stratified random sampling, Mean, SD and t-test.	Prospective teachers' awareness and attitude	It was found that male prospective teachers were more favorably aware towards RTE Act than female prospective teachers. There was no significant difference was found in awareness level between urban male and female teachers and between rural male and female teachers. A positive attitude was found among urban male prospective teachers towards RTE Act.
12.	Awareness about Right to Education Act (RTE) among Parents of Students Belonging to Soliga Tribe	Manju (2015)	India	Descriptive Study & Primary Data (Interview schedule), 50 parents	Percentage analysis	Parents' awareness	The study revealed that 64% of the parents were unaware about the RTE Act, 2009 and only 36% of the parents are aware about the RTE Act. The author suggested that RTE Act cannot be properly implemented without increasing the awareness level of parents.
13.	Right to Education Act (2009) and its implementation in School Education: An Attitudinal Study at Teachers Level	Barman and Mandal (2015)	West Bengal (India)	Descriptive Survey method, primary data, Questionnaire , 150 teachers	Purposive sampling technique, percentage analysis	Teachers' attitude	Teachers were having different attitude towards the different provisions of RTE Act. 60% of teachers were agreeing that RTE Act ensured the right to take education for the children of all classes of the society and 57% teachers were agreeing with that provision of 25% reservation for backward class in private schools enhance the interest of them to take education.

Sr. No.	Topic	Author(s)/Year	Area of study	Type of study, Data/Method of data collection and Sample Size	Statistical technique used	Factor studied	Findings
14.	Teachers and Head Masters Opinion towards RTE 2009 in Schools of Municipal Corporation Limits in Rajahmundry	Nehru (2015)	Rajahmundry, Andhra Pradesh (India)	Descriptive study, both qualitative & quantitative analysis, Self made opinionnaire, 100 individuals	Simple random sampling, Spearman-Brown prophecy formula, Mean, standard deviation, t-test, ANOVA	Teachers' attitude	A significance mean difference was found between the perception of male and female teachers towards the RTE Act. According to researcher teachers were having a major role in successfully implementing the RTE Act in schools.
15.	Teacher's Perception of Problems in implementing RTE Act in Schools of Kerala	Rekha (2015)	Kerala (India)	Primary data, 505 teachers	Random sampling, rating scale-ranking	Teachers' perception, Infrastructure, quality education duties of government, Fund, SMC	According to teachers, infrastructure is the highest ranking problem in implementing the RTE Act. The infrastructure of schools as per number of students was not satisfactory. Whereas insufficiency of teachers was the second major problem.
16.	Evaluation and Impact of RTE Act in Haryana	Duggal (2016)	Haryana	Descriptive study, both primary and secondary data	Percentage analysis & descriptive statistics	Teachers awareness, students perception	Teachers were having a limited knowledge about RTE Act. 25% of students belonging to EWS; felt that there is an issue of segregation in schools with them.
17.	The Right to Education Act, 2009- Analyzing the Pros and Cons.	Mohanty (2016)	India	Conceptual study	Content analysis	Access, age criteria, no detention policy	The Act provides equal education to all children irrespective of their societal status. Beside the many pros of the act it has some limitations including the age-bar. Act does not provide any clarification that what about after completing the elementary education? Also the Act does not comprise any provision of regarding punishment to those parents who do not send their children to school.
18.	A Study Of Availability and Accessibility of Elementary Education in relation to Right To Education in District Bhopal	Niranjan (2016)	Bhopal, Madhya Pradesh (India)	Descriptive survey method, Primary Data, Self-constructed and validated Questionnaires, 600 individual	Mean, standard deviation, t-test, ANOVA	Availability, accessibility, perception of parents, teachers and students	Most of the investigated schools were lagging behind in teacher training, curriculum, accessibility and other concerned issues. The researcher suggest that merely inaction a law does not guarantee the accessibility of education to all people; all the related stakeholders should take collective action to make available the quality education.
19.	Teachers' Awareness about RTE Act - 2009 among Upper Primary School Teacher	Raju (2016)	Malda district, West Bengal	Descriptive survey method, Self-made questionnaire, 349 teachers	Random sampling, Mean, SD, t-test	Teachers' awareness, SMC	The study revealed that 65.9% teachers were not about the constitution of School Management Committee (SMC) and the provision the reservation of female member in the constitution of SMC. And there was a significant difference in awareness level between the male and female teachers as well as rural and urban upper primary level teachers.
20.	Emerging Issues of Pupil-Teacher Ratio and Teacher Deficiencies in Bengali And Olchiki Medium Government Primary Schools of West Circle, Gopiballavpur, Paschim Medinipur, India	Jana (2016)	Gopiballavpur block, West Bengal (India)	Field study & primary data, 79 schools	Ratio analysis	Pupil-teacher ratio, enrollments, attendance, learning performance	The sample schools had a high PTR and inequality number of teachers. Due to lack of amenities teachers applied for transfer from the rural area, which causes the lack of school staff in rural areas. The infrastructure of investigated schools was also not in good condition at all.



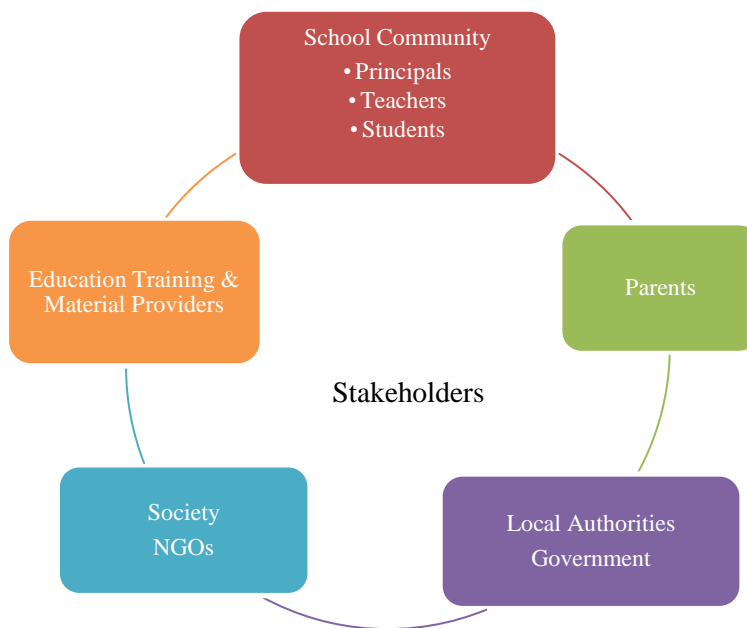
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						e, Infrastructure	
21.	Attitude of Teachers' towards Right To Education Act, 2009 in East Kameng District of Arunachal Pradesh	Yabe (2016)	Arunachal Pradesh.	Survey method, Likerts' method, tentative programmed schedule, 350 teachers	Mean, SD and t-test	Teachers' awareness and attitude	Most of the teachers were having a positive attitude towards the implementation of RTE Act. There was no significant difference between the attitudes of rural and urban teacher. Also there was no significant difference between the awareness level of graduate and post graduate teachers, male and female teachers.
22.	A Study of Right To Education Act 2009 in India: Progress and Challenges	Bhawar and Purohit (2017)	India	Secondary data	Percentage analysis	Pupil-teacher ratio, enrollments, attendance	Approx. 26% of primary schools have more PTR (i.e. PPTR>30) as prescribed by RTE Act, and approx. 14% of upper primary schools have PTR>35. And it was also found as per data available from the DISE (2015), indicate a big difference between the enrolment and attendance of the children at primary level. Near about 50% of the enrolled children were not present at a given point of time.
23.	Practical Problems of Implementing RTE-Act in Jharkhand at Elementary Level.	Adak (2017)	Jharkhand (India)	Primary data, interviews, observation, 10 schools, 100 respondents	Purposive & stratified random sampling and multiple techniques	Provision relating age appropriate class, pupil-teacher ratio, infrastructure	Very few schools were found with safety & security measures and disabled friendly infrastructure. The inappropriateness of material for the training of children admitted as per age appropriate, shortage of teachers or non availability of special teachers and no training of teachers for teaching the children with disabilities are the big challenges in implementing the RTE Act.
24.	Student's Perception towards Subject Teachers: A Contributing Factors for School Attendance	Chauhan and Mishra (2017)	India	Primary data, questionnaire, 107 respondents	Chi-square test and karl-pearson correlation	Students perception	Majority of the parents were aware about the RTE norms. They shared that irregularity of teachers and classes are the major problem. The study revealed that most of the students were not aware about the various benefits of RTE Act. With this they were not satisfied with the cleanliness of classes and method of teaching adopted by the teachers.
25.	A Study of Awareness among Secondary School Teachers towards Right to Education Act 2009	Karishm and Khatkar (2017)	Bhiwani, Haryana (India)	Descriptive study and primary data, Questionnaire, 120 teachers	Mean, SD, t-test	Teachers awareness	The result indicated the significance difference of awareness between the government and private school teachers. Government teachers were more aware than the private schools teachers. While there was no significant difference was found in the awareness level of male and female teachers.
26.	Challenges in Inclusive Education: Multi Lingual Education in Elementary Schools of Andhra Pradesh, India	Mamidi (2017)	Andhra Pradesh (India)	Descriptive study & Primary data, 24 schools from 3 districts	Content analysis and percentage analysis	Inclusive education, barriers: dropout rate, attendance	Learning in the language other than mother tongue is the main barrier in the way of inclusive education. On the basis of school data a high dropout rate of marginalized children (26.48%, with 29.58% among Schedule Castes and 53.64% among Scheduled Tribes) at elementary level was found in 2012-2013. And a problem of low attendance was also found due to the vacation varies across the districts.
27.	A Study of Right to Education Act, 2009	Sethi and	Delhi (India)	Primary data, survey	Content & percentage	Teachers' attitude	Most of teachers were not clear about the implementation of RTE Act and

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	Among Municipal Corporation Primary (MCP) School Teachers of Delhi	Muddgal (2017)		method, questionnaire, 120 teachers	analysis		59% of teachers have opinion that RTE Act has increase the responsibility of schools as well as of teachers.
28.	RTE Act, 2009: Whether a Path to Better Elementary Education for Disadvantage Children: A Case of Delhi	Sisodiya and Prakash (2017)	Delhi	Primary data, Survey Method, 171 households	Percentage analysis	Provision 25% reservation	There was a minimal awareness of section 12(1) © among parents. Most of schools filled the EWS/DG seats u/s 12(1) © after 2014-15 onwards. This has been indicating that disadvantaged children of these slum localities not received the benefit of this policy and this section has been working as a scheme only.
29.	Right to Education Act, (2009): Issues and Challenges	Babu and Sekaraya (2018)	India	Secondary data	Percentage analysis	Challenges in implementing RTE act	It was found that poverty coupled with population explosion was the biggest challenge in application of the RTE. And Government should take poverty as a big challenge to implementing the RTE seriously.
30.	A Critical Overview of the Right to Education Act (RTE), 2009	Bhat and Raja (2018)	India	Conceptual study	Content analysis	Issues in implementation of RTE act: pupil-teacher ratio, quality education, infrastructure	The Act does not consider all groups active in education. Most of private schools are running according to their own system. Inadequate number of teachers in some school is the major concern to maintain pupil teacher ratio as per the Act. Untrained teachers and infrastructural gaps are the causes of lack of quality education. Lack of responsiveness among the teachers and parents create hurdles in successfully implementation of RTE Act.
31.	A study of Parents and Students towards the Right to Education Act	Makannavar and Joshi (2018)	Belgaum Division, Karnataka (India)	Primary data, survey method, 750 parents, 750 students and 150 headmasters	Simple random sampling, Mean and S.D	Parents students and teachers' attitude	The study concluded that students as well as parents were having a positive attitude towards the RTE Act, as it provides the free education to their children whereas private schools are not in favour of RTE Act and they were not ready to give information. The awareness among rural parents has been found very low.
32.	A Right that is Still a Fight	Najib (2018)	India	Secondary data, Article	Content analysis	Children attendance, problems in implementing RTE Act	As per 2011 census, only one child out of seven (age 6-14) has never attended the school. As per CAG report in six states, not even one percent schools were found to meet the RTE norms. Lack of efficient teachers and inadequate financial investments in education are the two main hindering factors in effectively implementation of RTE Act.
33.	The Accessibility of Free and Compulsory Education by Private Institutions in Tamilnadu.	Tashi (2018)	Tamilnadu.	Empirical study & primary data, 300 parents	Random sampling, Percentage analysis	Awareness, Accessibility, 25% reservation	Only 36% among private institutions were using the RTE provision u/s 12(1) (c). 80% of people felt that Government should increase the awareness of RTE and other provisions of child rights.
34.	Implementation of RTE Act A Case Study of Two Gram Panchayats in Karnataka	Praveen and Padmasree (2018)	Karnataka (India)	Case study, Interview schedules, Group discussion	Content analysis	Awareness, gaps and role of local authorities	Most of the members of Gram Panchayat were unaware about their roles and responsibilities of local authorities under RTE Act. The author suggested that mere deciding authorities are not sufficient for implementation of RTE Act. A good knowledge and sufficient amount of funding is also important to bring it in

Sr. No.	Topic	Author(s)/Year	Area of study	Type of study, Data/Method of data collection and Sample Size	Statistical techniques used	Factor studied	Findings
							action.
35.	Ten Years of RTE Act: Revisiting and Examining Gaps	Bhattaacharjee (2019)	India	Descriptive study, secondary data	Percentage analysis	Social issues, infrastructure, quality of education and problems in implementation of RTE act	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. Lack of interest for education and attitude of people belong to marginalized section toward education is also a subject of concern.
36.	A focus on Early Childhood Care And Education to Ensure fulfillment of Right to Education-2009	Dungarwal and Tripathi (2019)	Udaipur, Rajasthan (India)	Primary data, survey method, questionnaire , 240 respondents	Purposive sampling, Mean, SD, t-test	Teachers' awareness	Government and Non-Government school teachers were not having the significant awareness about the RTE provisions. The researcher suggested that awareness towards RTE provisions still must be promoted.
37.	Awareness among the Prospective Teachers towards the Right of Children to Free and Compulsory Education (Rte) Act 2009 in Tamilnadu	Manoharan and Pazhanivelu (2019)	Tamil Nadu (India)	Primary data, normative survey method, 750 respondents from 10 B.ED college from 10 districts	Purposive, simple & multistage stratified random sampling, Chronbach ' Alpha, ANOVA	Prospective teachers' awareness	Majority of the prospective teachers were in the moderate level of general awareness towards the RTE Act, 2009. There was a significant difference in awareness among the teachers in respect of different districts.
38	A Study of Opinion of Guardian Regarding RTE Rule	Thakkar (2019)	North Gujarat region	Descriptive study, Primary data, self and standardized questionnaire , 1154 parents	Cluster & random sampling, descriptive and inferential statistics, Percentage , Q1 and Q3, Mean, SD, S.E. of mean.	Parents attitude	It was concluded from the study that parents with low income have a positive attitude towards RTE rules as compared to medium income parents but they have opinion that no recommendation for weak students in RTE Act. Discrimination among children has been seen who have been admitted under RTE Act.
39.	A Study on Awareness of the Right to Education Act (RTE ACT) 2009 among Various Stakeholders in Kalahandi District of Odisha	Pati (2020)	Odisha (India)	Descriptive survey method, 100 schools, 200 respondents	Descriptive study, percentage analysis	Awareness among SMC, headmaster and teachers	58% of SMC members were found aware about RTE Act whereas 72% SMC members did not received any training of RTE provisions. The awareness level among teachers has different with respect to different provision of RTE Act. 66% of teachers and 86% of headmasters have received training on RTE Act. It is concluded that majority of respondents were not fully aware about the all provisions of RTE Act.
40.	Free and Compulsory Education Act 2009: Challenges Confronting in its Implementation in the Context of Manipur	John (2020)	Manipur (India)	Descriptive study, 135 schools	Descriptive analysis	Various challenges in implementing the RTE Act	It was revealed from the study that the main challenges in implementing the RTE Act are: lack of funds from central and state government, training of teachers, lack of infrastructures and requirement of age proof at the time of admission. It was found that only 35% of schools were received the funds from central and state government for implementation of RTE Act. It was also found that 68% of schools were demanding age proof at the time of admission of a child; which is against as per the RTE Act norms.

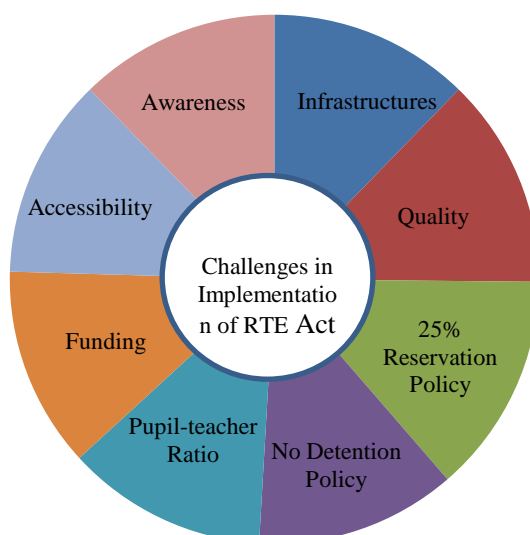


**Figure-1: Various Stakeholders in Implementation of RTE Act Based on Review**



As education is social concern and any education policy is implemented by people, so various stakeholders have an important role in implementation of RTE Act. It is widely acknowledged from the review of literature that stakeholders including school community, parents, local authorities, Government, society etc. are the contributors to shaping the RTE Act and outcomes of its implementation. These stakeholders are the collective entities, who are contributing or react to the implementation of the RTE Act. It is revealed from the review of past studies that their collective act and contribution of can improve the implementation status of RTE Act. All the education stakeholders need to act with a true spirit to effective implementation of RTE Act.

**Figure-2: Conceptual Framework Based on Review**



As our economy and society can developed only through knowledge, education has become crucial for individual and social progress. A strong education system is required to provide high-quality education and competencies, in addition to new demands for well-being and values, to enable every child to design and contribute to any economy. But in India the education policies may not reach to all children of society,

and failing to achieve the intended outcomes, because of weak implementation processes. The literature reveals a range of reasons preventing in effective implementation of RTE Act. Among these, some challenges are highlighted such as lack of awareness among parents and teachers, lack of good physical infrastructure in schools, lack of quality education, insufficient pupil-teacher ratio, inadequacy of funds and many other social issues including poverty, gender and cast discrimination etc are found as challenges in the way of effective implementation of RTE Act. No detention policy and some of the provisions of the Act need to revise to implementation of RTE Act in true sense.

## CONCLUSION

Education is the key element for character building and intellectual development of a person. It acts as a force multiplier to enable self-reliance, boosts economic growth by enhancing skills, and improves people's lives by opening up opportunities for better livelihoods. Quality education is the 4<sup>th</sup> goal of the SDGs. To achieve the 4<sup>th</sup> SDG, it is pertinent to have a strong fundamental education structure for any country. Right to Education ensures the elementary education of children in India. A significant progress has been found in enrollments of children at elementary school level, mid-day-meal facility and physical infrastructures. Besides the various achievements of RTE Act, still it has a lot of challenges are explored in true spirit in the form of insufficiency of teachers, study material, poor infrastructures, paucity of funds, lower attendance, accessibility and availability of quality education etc. All the education stakeholders including parents, teachers, school executives, students, government should collective act to improve the status of elementary education which will lead to quality education for sustainable development.

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