



---

## PROPER IMPLEMENTATION OF RIGHT TO EDUCATION ACT (2009): TODAY'S NEED

**Dr. Shamshir Singh<sup>1</sup>, Dr. Indu Bala<sup>2</sup> and Dr. Ranjit Kaur<sup>3</sup>**  
<sup>1</sup>Assistant Prof., Central University of Punjab, Bathinda, India.  
<sup>2</sup>Assistant Professor in ch. Devi Lal University, Sirsa.  
<sup>3</sup>Assistant Prof., Chaudhary Devi Lal University, Sirsa, India.

### ABSTRACT:

*Education has a vast impact on the human society. One can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think properly, to take the right decision and helps man to become a rational animal when he is educated. This study was conducted to know the status of implementation of RTE Act in rural schools. The study had measured the awareness and understanding level of the provisions of RTE amongst teachers and parents of children studying in government schools in around the study area. Descriptive Survey Method and observation method were adopted for the present study. For the collection of the data the researcher surveyed 11 rural Govt. Primary schools of Sirsa District. The finding of the study shows that there is need to draw serious attention and action to remove all drawbacks founded in proper implementation of Right to Education Act (2009).*

**KEYWORDS:** Education, Universalization, RTE Act.

### INTRODUCTION :

Education is a life-long process. Education is helpful in developing a power of thinking and also improves the power of rationality towards life. Education makes people educated and introduced them with needful skills, also enhances our knowledge, learning skills, developing attitude and values, etc. Education is powerful because without it, early civilizations would have struggled to survive and thrive as a culture. Education can also bring desirable changes in the behavior of the learner. Education is being provided to the learner at different levels or stages like primary stage, secondary stage and higher stage. Primary education is the stage where education touches at every point. At this level the child's curiosity, creativity and activity should not be confined by a rigid and unattractive methods of teaching and learning.

To achieve the goal of universalization of education many methods are being used for teaching. The methodology of teaching is called pedagogy. Right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and



Cultural Rights recognizes the right of everyone to an education. Although education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents choose home-schooling, sometimes with the assistance of modern electronic educational technology (also called e-learning). Education can take place in formal or informal settings.

The government of India has made education a fundamental right and it has been a birth right for everyone living in the country.

---

Since independence, the central and the state governments have been expanding the provision of primary formal and non-formal education to achieve the goal of universalization of elementary education (UEE). The achievement of target of free and compulsory education is the great challenge and many efforts have been done to achieve this goal. After the 86th Amendment, Act 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen as a Fundamental Right. The Right of free and compulsory education (RTE) Act, 2009 which represents the legislation under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfied certain essential norms and standards. Thus education had become a birth for each and every person in the country. In our country the Right to Education Act came into the effect from 1st April 2010. Now every citizen has an equal opportunity to get an education.

### Many efforts done for the Universalisation of Elementary Education are followed:-

District Primary Education Programme, DPEP (1994), National Education Policy (1968 and 1986), Operation Black-Board(1987), National Programme of Mid-Day Meals (1995), Non-formal Education System (NFE), SarvaShikshaAbhiyan (SSA 2001) and most important programme -Right to Education Act, 2009 "The Right of Children to Free and Compulsory Education Act 2009" (popularly called Right to Education Act or RTE Act) was legislated in August 2009, which obtains into effect on April 1, 2010. This act is a detailed and comprehensive piece of legislation which includes provision related to school teachers and specific divisions of duties and responsibilities of different stakeholders. Aggarwal (2000) argues that in Haryana, In terms of attendance and school functioning, both the teachers and the students regularly attend the unrecognized schools. The attendance rates in unrecognized schools were much higher as compared to the government schools. Drèze and Saran (2003) argued that in case of government schools, since the salary of the teacher was not related to his work performance, and since his appointment was technically a 'permanent' one, he had little incentive to take his job seriously. In fact he rarely took the trouble of turning up at all. They note that such problems are not found in the private sector. A study conducted by James Tooley and Pauline Dixon (2005) in North Shahadara shows that private schools were higher than in government schools, the mean mathematics scores were about 18 points and 19 percentage points higher in private unrecognized and recognized schools respectively than in government schools. The advantage in English was even pronounced being 35 and 41 percentage points higher in private unrecognized and recognized schools respectively than in government schools. In Hindi the comparative results are 22 and 24 percentage points higher in private unrecognized and private recognized schools respectively. According to Kingdon (2007) there has been a growing demand for unrecognized schools forms the majority of private primary schools in North India and Punjab which have gone hand to hand with increasing literacy in these areas. Arun Mehta's 2005 survey of Punjab revealed the following trends: unrecognized schools, when compared to recognize schools are most likely to occur in urban areas, have a higher percentage of female students and teachers and have more qualified teachers and more favorable student-teacher ratios.

### RESEARCH OBJECTIVE

The objective of the present study is to analyze the status of implementation of RTE act in government schools of rural area in Sirsa district and to examine the facilities in schools provided by the RTE act like:

1. Status of pupil teacher ratio.
2. Status of pupil room ratio.
3. Status of Mid-Day Meals.
4. Status of drinking water and sanitation.
5. Status of other indicators like: Computer facilities, Library facilities , Play ground , Compound wall and Separate office for the head teachers .
6. Status of school management committee.

**RESEARCH METHODOLOGY**

Descriptive Survey Method and observation method were adopted for the present study. For the collection of the data the researcher surveyed 11 rural Govt. Primary schools of Sirsa District, having std. I-V and 11 schools having std. I-VIII. Some statements were used as a tool for the present study were- the status of pupil teacher ratio, pupil room ratio, status of Mid-Day Meals, status of drinking water and sanitation facilities. Other indicators-Status of computer, library playground, compound walls and separate office for the head teacher, status of School Management Committees were selected for collection of data. Simple percentage method was used to interpret the data.

**Data Analysis**

A survey of district level Pupil Teacher Ratio for standard I – V (PTR) reveals the following table.

**Status of Pupil Teacher Ratio (PTR) for Std. I – V**

Name of Block	Standard	No. of Schools Surveyed	No. of Schools In Which PTR is not maintained
NathusariChopta	I – V	2	0 %
Kalanwali	I – V	3	1(33%)
Sirsa	I – V	4	1(25%)
Ellenabad	I – V	2	0
<b>Total</b>		<b>11</b>	<b>2(18%)</b>

The above table indicates that while in terms of number of schools, where in the PTR was not maintained as per the RTE Act, in terms of percentage Kalanwali (33%), Sirsa (25%). Schools that did not maintain the PTR in Std.1 to 5. This has a direct impact on the children’s basic literacy skills of counting and language viz. reading writing. Therefore the children were also de-motivated and the chances of drop-out was high. Thus the Education Department has to take proactive measures in filling the pupil – teacher gap.

**A survey of Block level Pupil Teacher Ratio (for std. I-VIII) of four blocks reveals the following:**

Name of Block	Standard	No. of Schools Surveyed	No. of Schools In Which PTR is not maintained
NathusariChopta	Std. I - VIII	2	0
Kalanwali	Inclusive of	3	1(33%)
Sirsa		4	2(50%)
Ellenabad	(I – VI), (I – VII), (I – VIII)	2	0
<b>Total</b>	and (VI – VIII)	<b>11</b>	<b>3(27%)</b>

The above table indicates that Sirsa block tops the chart with 50% and Kalanwali block 33%. However in terms of numbers, Sirsa has higher number (2) of schools having deficit number of teachers than Kalanwali (1). Overall about 27% of the schools were not have adequate number of subject teachers. This indicates a grave picture, where the schools were not equipped to handle the children or given them qualitative inputs. This has effected education of children.

**Status of Pupil Room Ratio (PRR) for Std. I – V**

Name of Block	Standard	No. of Schools Surveyed	No. of Schools In Which PRR is not maintained
NathusariChopta	I - V	2	0
Kalanwali	I - V	3	1(33%)

Sirsa	I - V	4	2(50%)
Ellenabad	I - V	2	1(50%)
<b>Total</b>		<b>11</b>	<b>4(36%)</b>

The above table depicts that overall there was 36% deficit in the pupil room ratio in schools having Std.1 to 5. Sirsa block (50%), Ellenabad block (50%) top the chart, followed by Kalanwali (33%). All the block face inadequacy in number of class rooms.

**The Pupil Room Ratio (PRR) for schools having std.I-VIII in different blocks is given in the following table:**

Name of Block	Standard	No. of Schools Surveyed	No. of Schools In Which PTR is not maintained
NathusariChopta	Std. I - VIII	2	0
Kalanwali	Inclusive of	3	1(33%)
Sirsa	(I – VI), ( I – VII), (I – VIII) and (VI – VIII)	4	1(25%)
Ellenabad		2	0
<b>Total</b>		<b>11</b>	<b>2(18%)</b>

As seen from above the overall deficit ratio in schools having standard I – VIII is 80%, Kalanwali with 33% and one school was at the first followed by Sirsa by 25% and one schools. Each standard should have separate class room and class room should be 300 S.Q. feet. During observation it was found that some schools were having two standards combined in one class because lack of students.

**Status of mid day mills in schools:**

The study looked in three parameternamely: -

- 1 Whether a separate shed was provided by the schools for cooking Mid – Day Meal.
2. Whether children received Mid – Day Meal in adequate Proportion.
3. The sitting arrangement of children during Mid – Day Meal.

**Separate Shed for Cooking MDM**

Block Name	No. of Schools Surveyed	Shed For MDM Available	Shed For Not Available	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	2(67%)	1(33%)	0
Sirsa	4	2(50%)	2(50%)	0
Ellenabad	2	1(50%)	1(50%)	0
<b>Total</b>	<b>11</b>	<b>7(64%)</b>	<b>4(36%)</b>	<b>0</b>

Table depicts that out of the eleven schools surveyed in four blocks of District Sirsa for the parameter of shed for cooking Mid – Day Meal, was found out for or 36% of the schools were not have space or shed for cooking. It was observed that in most of the blocks there was shed for cooking but cooking done in open area.

**Adequate Quantum of MDM as per RTE**

Name of Block	No. of Schools Surveyed	Adequate Qty. of MM Received	In – Adequate of MM Received	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	2(67%)	0	1(33%)

Sirsa	4	3(75%)	0	1(25%)
Ellenabad	2	1(50%)	1(50%)	0
<b>Total</b>	<b>11</b>	<b>8(72%)</b>	<b>1(10%)</b>	<b>2(18%)</b>

Table shows that out of 11 schools, 72% of the schools received adequate quantity of Mid – Day Meals . It was difficult to exactly measure the quantity of MDM served to the childrens. In 18% schools of district Sirsa the information was not available.

**Sitting Arrangement for MDM Scheme**

Name of Block	No. of Schools Surveyed	Sitting Arrangement for MDM		Information Not Available
		Yes	No	
NathusariChopta	2	0	2(100)	0
Kalanwali	3	1(33%)	2(67%)	0
Sirsa	4	3(75%)	1(25%)	0
Ellenabad	2	2(100%)	0	0
<b>Total</b>	<b>11</b>	<b>6(54%)</b>	<b>5(46%)</b>	<b>0</b>

Out of the 11 schools surveyed, it was revealed that 54% of the schools has sitting arrangements for the Mid –Day Meal. However , random observation of 11schools in 4 blocks reveled following :- According to the act, Mid – Day Meal should be surveyed in a clean hygienic environment. However, it was observed in kalanwali block there was no separate space for children to eat therefore the children sit in the lobby of the abandoned schools building and have Mid – Day Meals. In NathusariChopta block there have 2 schools and have no sitting arrangement for Mid – day Meals, students sit in ground and have Mid – Day Meals.

**Status of drinking water and access to sanitation**

Name of Block	No. of Schools Surveyed	School Having Drinking Facilities	School Not Having Drinking Facilities	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	1(33%)	2(67%)	0
Sirsa	4	3(75%)	1(25%)	0
Ellenabad	2	2(100%)	0	0
<b>Total</b>	<b>11</b>	<b>8(72%)</b>	<b>3(28%)</b>	<b>0</b>

The three major issues related to the provision of drinking water were- the source of water, quality of water and storage of water. However: -

- a) Kalanwali block shows that in 67% of schools have not proper water facility. In these schools hand – pump was for drinking water and the area around the hand-pump was very dirty.
- b) In one school of Sirsa block (std I – V) there was water tank for drinking water and the water store in the water tank without any purification.

**Status of Separate Toilets Facilities**

Name of Block	No. of Schools Surveyed	School Having Separate Toilets	School Not Having Separate Toilets	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	3(100%)	0	0
Sirsa	4	4(100%)	0	0
Ellenabad	2	2(100%)	0	0

<b>Total</b>	<b>11</b>	<b>11(100%)</b>	<b>0</b>	<b>0</b>
--------------	-----------	-----------------	----------	----------

- The toilets blocks were not a part of the main school building. It makes difficult for children to use them during monsoon.
- In some school the structure of the urinal was inappropriate as there no hole in the ground. It had a flat surface, no flushing system and no provision of water, hence it was unhygienic and difficult to keep clean.
- There was no provision for toilets for differently abled children.

**Other indicators: -**

**Status of Computer Facilities**

Name of Block	School With standard VI - VIII	School Having Computers	School Not Having Not Computers	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	3(100%)	0	0
Sirsa	4	4(100%)	0	0
Ellenabad	2	2(100%)	0	0
<b>Total</b>	<b>11</b>	<b>11(100%)</b>	<b>0</b>	<b>0</b>

**There were computers in most of the govt. schools. However, it was found out that :-**

- Some of the schools were not have teachers to teach computers and there for the schools have to rely on a computer teacher who comes from neighbour hood schools.
- In some of the schools the no. computers were not in proprationate to number of children.

**Status of Library Facilities**

Name of Block	No. of Schools Surveyed	School Having Library	School Not Having Not Library	Information Not Available
NathusariChopta	2	0	2(100%)	0
Kalanwali	3	3(100%)	0	0
Sirsa	4	4(100%)	0	0
Ellenabad	2	2(100%)	0	0
<b>Total</b>	<b>11</b>	<b>9(82%)</b>	<b>2(18%)</b>	<b>0</b>

Table depicts that out of the 11schools surveyed, 82% of the schools had library facilities. However, NathusaraChoptablock having no library facilities. In std. I – V and other blocks having library facilities. It was observed that library was not used by the students in his/her daily routine. There was no practice of reading news paper or books in the library; nor was there any library assignment given to the students by the teacher so as to increase his/her knowledge.

**Status of Play Grounds**

Name of Block	No. of Schools Surveyed	School Having Playground	School Not Having Not Playgrounds	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	3(100%)	0	0
Sirsa	4	4(100%)	0	0
Ellenabad	2	2(100%)	0	0
<b>Total</b>	<b>11</b>	<b>11(100%)</b>	<b>0</b>	<b>0</b>

Table shows all most 100% of the schools in Sirsa district have playground. Some schools that have playground that can't be used in monsoons as the fill up with water; this becomes a health hazard as it becomes a breeding ground for diseases. Some schools that have playgrounds but can't be used by the students because the lack of time. All most time of the students use in their study and that's why they can't play.

### Status of Compound Walls

Name of Block	No. of Schools Surveyed	School Having Compound Walls	School Not Having Compound Walls	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	3(100%)	0	0
Sirsa	4	4(100%)	0	0
Ellenabad	2	2(100%)	0	0
<b>Total</b>	<b>11</b>	<b>11(100%)</b>	<b>0</b>	<b>0</b>

Out of 11 schools surveyed 100% of the schools had compound walls. In some of the schools, the compound walls were so low that people from outside used to jump from outside and use the school premise for their works after school time.

The RTE Act-2009 has laid norms that schools should provide the Head teacher with a separate room. This was because the Head teacher was supposed to do administrative work.

### Separate Office for the Head Teacher

Name of Block	No. of Schools Surveyed	School Having Separate H.T. Office	School Not Having H.T. Office	Information Not Available
NathusariChopta	2	2(100%)	0	0
Kalanwali	3	3(100%)	0	0
Sirsa	4	4(100%)	0	0
Ellenabad	2	2(100%)	0	0
<b>Total</b>	<b>11</b>	<b>11(100%)</b>	<b>0</b>	<b>0</b>

Out of 11 schools surveyed 100% of the schools had separate office for the Head Teacher. **Status of School Management Committees**

### The study of 11 schools in the district Sirsa reveals that:

1. The School Management Committees were constituted in all schools. The process of constitution was selection rather than election from the parents of the students.
2. The ratio of men- women was maintained in the SMC.
3. There was no sharing of information between SMC and parents.
4. There have been no specific capacity building programs for SMC.

### CONCLUSION

It is clear that education is a fundamental right of every person and is a basic need of our life. Without education no progress is possible. To universalize elementary education the government of India took significant steps in this field. But still there are many drawbacks in the facilities like- pupil teacher ratio, pupil room ratio, not proper Mid-Day Meal, pure drinking water and sanitation facilities. Less numbers of computer, library playground, compound walls and separate office for the head teacher, status of School Management Committees. So, there is need to draw serious attention and action to remove all these drawbacks, only than proper implementation of Right to Education Act (2009) will possible.

---

**REFERENCES**

- Tooley and Dixon (2005). Right to Education in India, A report, Second International Conference on Law, Organized by UNESCO, New Delhi and the Indian Society of International Law.
- Aggarwal and Chug (2003) A comparative analysis of Stress levels in undergraduates university students. Unpublished Departmental Honors Thesis, The University of Tennessee at Chattanooga, The School of Nursing.
- Kingdon (2007) An evaluation of factors influencing the academic self-concept, self-esteem and academic stress for direct and re-entry students in higher education. *Educational Psychology*, 21, 455-472.
- Drèze and Saran (2003), First year medical school stress and coping in problem-based learning medical curriculum. *Medical Education*, 38, 482-491.
- Aggarwal (2000) An evaluation of factors influencing the academic self-concept, self-esteem and academic stress for direct and re-entry students in higher education. *Educational Psychology*, 21, 455-472.
- Aggarwal, Yash, and Sunita Chugh. 2003. Impact of SOPT Training Programme on the Classroom Practices of Teachers – A Study in Southern States, RIE (NCERT), Mysore.
- Prakash, V. and Bhalla, M.K. (1996), . National Policy on Education, MHRD, Department of Education, New Delhi.
- Ramdas, V. and Divya, T. (2007), Published at the Publication Department, Secretary, NCERT, New Delhi.
- Rao, Manjula et al. (1998): Grading in Schools, Published at the Publication Division by the Secretary, NCERT, New Delhi.
- Bala, Indu (2017). Universalization of elementary education under different schemes *International Journal of Advanced Research and Development* ISSN: 2455-4030, Impact Factor: RJIF 5.24, Volume 2; Issue 1; January 2017; Page No. 13-15. [www.advancedjournal.com](http://www.advancedjournal.com)
- Dr. Neeta Sinha. An exploratory study on the feasibility and challenges of implementation of Right to Education Act (RTE). *The International Journal of Indian Psychology* (ISSN 2348-5396). 2014; 2(1). Paper ID: B00219V2I12014.
- Goal to Achieve Universal Primary Education. (<http://www.un.org/millenniumgoals/education.shtml>).
- 12. Government of India. Education and national development. Report of the Education Commission (1964-66). New Delhi: Ministry of Education. 1966.
- 13. Government of India. Elementary Education. (Department of School Education and Literacy). Ministry of Human Resource Development (MHRD).
- 14. H. Ibombba Sharma. Universalisation of Elementary Education Under SSA in Manipur. *Voice of Research*. 2013; 1(4). ISSN No. 2277-7733.
- India. A Reference Annual (53rd edition/ 230-234). 2009.