



## Case Study

# Quality education: a case study of Delhi/NCR schools (post right to education act, 2009)

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## Abstract

*Education is the backbone of the empowerment and freedom of a nation, which yields significant social development gains and makes an individual self-reliant. Right to Education (RTE), which implies right of children to free and compulsory education, is the major step towards this. The following study deals with the current status, challenges in implementation of Right to Education (RTE) Act, 2009, specifically in Delhi (both government as well as private schools), and its effects on overall quality of education. The data was collected through primary as well as secondary sources. A variety of techniques were used for primary data collection such as questionnaire survey, face to face interviews, focused group discussion, participant observation based on extensive field work to get information related to Elementary Education and to decipher specific issues. Semi-structured Questionnaire was prepared in the light of requirement for the Infrastructure, teacher-student ratio, Classroom management and School administration as laid down in the RTE Act and then the survey was conducted in four schools in Delhi/NCR. The study reveals that not much impact has been seen on the overall quality of education after implementation of the RTE Act. Given this quality of education, those students will not be able to cope up with the demand of secondary education. Major critical socio-economic factors have been highlighted in the study which hinder in imparting quality education. Hence, there is need to strengthen the operational aspects of the Act in Delhi/NCR.*

**Keywords:** Right to Education (RTE) Act, 2009, Article 21A of the Constitution (of India), Quality of education, Teacher-student ratio, Infrastructure, School administration, Classroom management.

## Introduction

Education is the backbone of the empowerment and freedom which yields significant social development gains and makes an individual self-reliant<sup>1</sup>. Education not only empowers the nation but, the quality of education which implies better accessibility, adaptability, availability and acceptability of basic educational needs to every student with equity. Hence, for providing quality education many programmes and policies have been launched such as Kothari Commission(1964), The National Policy on Education, (1968), The National Policy For Children, 1974, National Policy on Education, (1986), Right to Education Under Article 21-A, Sarva Siksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan etc<sup>2</sup>. The present paper emphasizes on the Right to Education (i.e., right of children to free and compulsory education) and that how the insertion of Article “21A” in the Constitution makes the legal obligation on the part of Central and State Governments to implement this fundamental child right with Quality of Education.

## History of Education

In 1882 Mahatma Jotiba Phule has initiated a debate on Right to Education and memorandum was presented in Indian Education

Commission as Hunter Commission which dwelt with the flow of British government funding of education towards “Brahmins and higher class” while ignoring the masses which leads to poverty<sup>3</sup>. In 1911, free compulsory education bill introduced by Gopal Krishna Gokhale in Imperial Legislative Assembly but it was not supported by higher class of Society such as Maharajas, big landlords etc. from princely states<sup>4</sup>. The other hurdle created in 1973 when the Maharaja of Darbhanga, Bihar took 11000 sign on memorandum from princes and landlords expressing concern at the national education conference that what would happen to their farm operations if all children were go to school<sup>5</sup>. Mahatma Gandhi introduced the Basic Education by the name as “*Nai Talim*” of seven years in seven elected congress Government provinces and asks for allocation of adequate fund for education. Later on the draft is made in constituent assembly as Article 45 to provide “free and compulsory education” to children up to 14 years of age should be limited to only eleven years of age as India would not have necessary resources<sup>6</sup>. After so much of debates regarding education finally the advisory committee of constituent assembly chaired by Sardar Vallabh Bhai Patel on 21<sup>st</sup> April 1947 added education as fundamental rights but the debate continues and it is remarkable when it is deleted and shifted to Non-justiciable fundamental rights later termed as Directive

principles of state policy<sup>7</sup>. “Since the adoption of Constitution of India in 1950, the education for every citizen of country has been the Primary agenda of the government and to achieve this devising 5 years plans have been started from 1951. X<sup>th</sup>, XI<sup>th</sup> and XII<sup>th</sup> five year (National development) plans include major programme for attaining the set goals of Education for All”<sup>8</sup>.

The draft of right to education is drafted in 2006 but the burden on state is so enormous and requires additional amount of 50,000crores per annum so that the education will be shifted from state list to concurrent list so that the matter of education should be addressed properly<sup>9</sup>. From past 6 decades the Indian state denied the fundamental right of education of 6-14 years of age group claiming that there is deficiency of funds but actually this was a result of socio-political matter. There have been several efforts taken to enhance quality made by the government. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the other with states. India has made a huge progress in terms of increasing Primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. The right to education as a fundamental right formally came into effect on 1st April, 2010, with then Prime Minister Manmohan Singh urging to make it a success by empowering people through quality education<sup>10</sup>.

## Requirement for Quality Education

Quality of education means providing a healthy environment, better infrastructure facilities, skilled trained teachers etc. which will result in better understanding of learning and achieving the educational goals of nation. This paper deals with the following Parameters of Quality of Education<sup>11</sup>.

Quality learners: Quality learners is an important factor for education which can be produced by providing healthy nutritious food, better environment is created for children so that they can concentrate on learning as well as enjoy educating themselves.

Quality of school facilities: Fully equipped school should be constructed for students so that they can get basic facilities such as safe drinking water, functional toilets, better sanitary so that they will remain healthy which facilitate the learning process. The quality of learning environment is directly related to the achievement in educational goals.

Class size: The class population should be kept in mind. It should be in such a way that teachers can give equal attention to each and every child.

Skilled and professional teacher: For better quality of learning skill teachers are required who have full knowledge to impart because teacher show the light to the path of students. Different

strategies are used by the teachers such as puzzles, quiz, colorful books etc. are used by the teacher to make the learning effective.

Inclusive education: Inclusive education means including the children of same age group, other group and with disabilities in one class. Reducing discrimination is helpful to quality improvement in learning environments.

Service delivery: Better services are provided to students such as meals, transport facility for easy access to the schools, health service etc. This facilitates the education process.

Better supervision and Support: Supervision is needed to have a check on the learning process. The state should keep check on the teaching-learning process.

It is needed for achieving the educational goal as well as to make the citizen of India a better citizen which can eliminate the evils from the society. Therefore the government has taken various steps to improve quality of education since independence but still we lack behind from achieving the goals due to several economic, social and political factors. Hence RTE Act, 2009 has been implemented to improve the primary education which will increase the quality of higher education as elementary education is a linkage to higher education but RTE, itself lack in many areas.

## Right to Education (RTE) Act, 2009

The Right to Education Act (RTE), enacted in 2009 for the free and compulsory education to all children till the age of 14 years within a period of 10 years of the formulation of the Constitution. RTE Act, 2009 gives a ray of hope that the provision will finally translated into quality of education<sup>8</sup>.

**Constitutional framework:** Article 45 of Indian Constitution makes it obligatory for the State to provide free and compulsory education to all children of the country until they attain the age of 14 years within a period of ten years from the commencement of the Constitution. 86<sup>th</sup> Amendment has been made in the Constitution for resolving the problem of universal elementary education, which inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right. The Constitution (86<sup>th</sup> amendment) Act, 2002 also enjoins the State “to provide early childhood care and education to all children until they complete the age of six years”.

The privilege of children up to 14 years of age to have free education provided under the Right to Education Act 2009 comes under Article 21A of the Constitution of India, become operative in the country from 1<sup>st</sup> April 2010. The following provision comes under RTE Act, 2009<sup>12</sup>: i. Every child shall/might get free and compulsory education in a

neighbourhood school. ii. Transport facility provided to school children by 3km. iii. They have right to take the transfer in any school except for private school. Head master will be punished if he will not give TC. iv. Children are not subjected to any terminal examinations, they are evaluated internally. v. The certificate will also be issued for the child for completing elementary education. vi. Curriculum of elementary schools will be prepared by an academic authority by the central government. NCERT will take necessary step. vii. Authority is appointed for looking the qualification of the teacher. NCT is appointed by the government for teacher qualification. viii. Duty of parents was also defined. It will be the duty of the parents to admit their child or ward to neighbourhood schools. ix. With respect to children in classes I to V, A school shall be established within a radial distance of one km from the residence of the child. x. As for the children in classes VI to VIII, a school shall be established, as far as possible, within a radial distance of three km from the residence of the child. xi. Specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and allocation of financial and other responsibilities between the Central and State Governments. xii. Safeguard and supervision of the child's right to have free and compulsory education and resolve grievances by the National and State Commissions for Protection of Child Rights. The commissions shall have the powers of a civil court; and xiii. Every private unaided school (not receiving any grants from government) will mandatorily admit at least 25% student of the intake of Class I children belonging to weaker section and underprivileged groups in the neighborhood and extend benefit of free and compulsory education to them. xiv. If problem in school infrastructure then it should be improved otherwise recognition will be cancelled, xv. Mandatory improvement in quality of education, xvi. Financial burden will be shared among central and state government with the ratio of 65:35.

All-weather school buildings should consist of<sup>12</sup>: i. One-teacher classrooms, A head teacher-cum-office room with hurdle free access, ii. Separate toilets for boys and girls, iii. Safe and sufficient drinking water facilities, iv. A kitchen to cook mid day meal in school. v. Playground.

Conforming to RTE rules, children have the right to at least one qualified and trained teacher for every 30 pupils.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 was amended in year 2012 and implemented with effect from 1<sup>st</sup> August 2012. The following criteria are added<sup>13</sup>: i. Inclusion of disable children as per Disabilities Act 2005 and the National Trust Act under the guidance of RTE Act, provides them free and compulsory education and also home-based education for children with severe disability; ii. Defend the Rights of minorities mentioned under Article 29 and 30 of the Constitution while implementing RTE Act; iii. Exclusion of Madrasas, Pathshalas and religious institution from the provisions of the Right to Education Act 2009.

## Current scenario

India has the world's largest number of youngsters around 19% of the world's children. India is diversified country where 1,618 languages, 544 dialects and 1,942 mother languages are spoken., the schools are imparting education in 148 different mediums and around 27,000 small and big newspapers and magazines are published in the country which clearly shows that there is a huge challenge to India to produce educated and empowered young citizens<sup>14</sup>. India also has 1/3<sup>rd</sup> of the world's illiterate population, an alarming situation but it doesn't mean that India has not increased its literacy rate so far<sup>15</sup>. According to Census report 2011, "74.04% of people above the age of seven are literate and the male literacy level is 82.12%, while female literacy is 64.46% having difference of 16% among them"<sup>16</sup>. It is important to mention that it is between the two Census i.e. 2001 and 2011, the male literacy was just increased by 6.88%. Likewise, the rate by which female and male literacy levels increased between 1991 and 2001 shows that female goes down by 14.4% and male by 12% has goes up. Hence, total literacy growth of 12.6% from 1991 has declined to 9.21% in 2001<sup>17</sup>.

According to UNESCO's report on progress in primary education, around 7.74 crores children around the world are out of school which results in 1/3<sup>rd</sup> of the world's illiterate are in India which ranks India 105th among 128 nations<sup>14</sup>. To handle this gloomy situation the Right to Free and Compulsory Education, 2009 is implemented having main emphasis on teachers, educationists and activists. As per the Union Human Resource Development Ministry, 907,951 teacher posts have been lying vacant in primary schools across the country<sup>14</sup>. In addition, according to the ministry, in 45.76% of primary schools, the teacher-student ratio is more than 1:30 and similarly, in 34.34% of upper primary schools in the country, the teacher-student ratio has been over 30, but at the same time, other serious situation, almost 25% of teachers in most states are Para-teachers<sup>18</sup>.

The total number of primary schools, Schools imparting upper primary education and Schools imparting elementary education has shown the growth by 34.5%, 185.9% and 71.4% during the period of 2000-01 to 2013-14 (Table-1).

According to the Government of NCT of Delhi 2002 "Gross Enrollment Ratio(GER) in primary education get better from 95.7% (2000-01) to 116.0% (2010-11) and then declined to 101.4% (2013-14), the GER in upper primary education (Classes VI-VIII) improved by 30.7% as compared to GER in elementary education has increased only by 15.4% and Net Enrollment Ratio (NER) in elementary education (6-13 years) was 88.31% during the period of 2001 to 2014".According to the provisions of RTE 2009, the teacher-pupil ratio between classes (6-8) is 1:35 and class (1-5) is 1:30. The current teacher-pupil ratio is 1:32. Hence it is good ratio but in Delhi government Schools having more than 200 children having current ratio is 1:40<sup>19</sup>.

**Table-1:** Total number of Schools imparting primary and elementary education<sup>8</sup>.

Year	Number of primary schools (schools with only primary section)	Number of schools imparting upper primary education	Number of schools imparting elementary education
2000-01	638,738	206,269	845,007
2001-02	664,041	219,626	883,667
2002-03	651,382	245,274	896,656
2003-04	712,239	262,286	974,525
2004-05	767,520	274,731	1,042,251
2005-06	772,568	288,493	1,061,061
2006-07	784,852	305,584	1,090,436
2007-08	805,667	445,108	1,250,775
2008-09	809,108	476,468	1,285,576
2009-10	809,974	493,838	1,303,812
2010-11	827,244	535,080	1,362,324
2011-12	842,481	569,697	1,412,178
2012-13	853,870	577,832	1,431,702
2013-14	858,916	589,796	1,448,712

Source: Statistics of School Education, 2007-08, MHRD, GOI; and Unified District Information System for Education (U-DISE), National University of Educational Planning and Administration (NUEPA).

**Implementation of Right to Education 2009 in Delhi:** RTE is the first legislation that enforced the responsibility of ensuring availability, accessibility, acceptability and adaptability. SSA has been launched to ensuring the Universalization of elementary education for providing compulsory education from the age of 6-14 years. The provisions of RTE have been adopted but still 6 million approx. children in India are still out of school and it has been eight years from implementation of the RTE Act, but even today striking 92% government elementary schools do not embrace with all RTE Act norms<sup>20</sup>.

Provisions of RTE have not been fully implemented in some state and UTs. 45% of students didn't eat mid-day meals because of the bad quality food but parents are unable to complain because there is no one to complain. The other problems, such as lack of access to basic infrastructure, 80%

schools don't have provision for the child who is suffering from disability. No proper ramp for the physically handicapped students. According to NGO josh surveys, 59.49% kids told that they have no functional toilets in their schools and 52.38% kids don't have access to safe drinking water and after interviewing the parents, they claimed that there is no school management committee for students<sup>21</sup>. Delhi schools showed a huge gap in teacher-pupil ratio and lack of skill teachers. To resolve these gaps, Delhi government cabinet issues the appointment of teaching and non-teaching staffs but so far no proper recruitment is done. The directorate of education has filed to implement RTE on government schools in the capital. Cabinet also sanctioned Rs.1150 crores to schools but Situation is bad in north-east Delhi, central Delhi and nearby rural areas but the problems is worsened, even many schools don't have principals<sup>22</sup>.

### Objectives

After recapitulating the background, history and the current scenario of RTE in India, the paper focuses on the effect of the RTE Act 2009 on quality of education with special reference to schools in Delhi. There are some objectives which have been emphasized upon. These are: i. To check the implementation of RTE Act 2009 in Private as well as government schools in Delhi/NCR. ii. To understand the effects of RTE Act 2009 on higher education due to quality of elementary education. iii. To study the reaching effects of RTE Act 2009 on overall quality of education.

### Methodology

The study is designed to investigate the current scenario of implementation of RTE Act 2009 and its result for improving the quality of education. The research includes both primary as well as secondary data. The primary data is collected through observation and survey of eight schools in Delhi/NCR through informal interaction/interview with teachers and students based on the semi unstructured questionnaire. The ratio of Private and Government Schools is 1:1 for data collection.

Eight schools were selected for survey from south Delhi and North-East area of Delhi/NCR. The schools selected from South Delhi are Private School (Khadijatul Kubra Girls Public School and Millat Public school) and Government School (Government Co.Ed. Middle School and Govt. Girls Senior Secondary School). The Schools selected from North-East area of Delhi/NCR are Ghaziabad's Private (New Akash Public Jr. High School and Loni Inter College School) and Government Schools (Government Primary School and Primary School Garhi Kataiya).

The secondary resources used in current study are journals, newspaper and different reports on RTE. Sampling techniques used for collection of data is convenience sampling. Delhi/NCR Schools having access, were selected for collection of data and

survey is done that how far the RTE 2009 is implemented and affecting the quality of education. South Delhi is chosen for the study as it is the developed area of Delhi and NCR (Ghaziabad) is picked as it is North-East region of Delhi.

## Analysis of Data

The Questionnaire has been made to tap the present condition of the private and government schools in Delhi/NCR to assess Schools are complying with all the RTE Act 2009 or not. This paper analyses the Quality of Education in the Schools of Delhi/NCR on the above defined parameters considering School Infrastructure such as water, sanitation, safety, etc., use of Learning Aid, Mode of Admission, Facilities of Computers and Access to Library by implementing the RTE Act 2009 through collection of primary and secondary data. The following factors are checked on basis of the compliance of RTE ACT 2009 and results are interpreted below:

**School Infrastructure:** RTE Act 2009 defines that there must be a proper mid-day meal kitchen for providing lunch to the children but the study shows that there is no kitchen for mid-day meals in the Government schools of Delhi/NCR. Both the Government school of Ghaziabad as well as Private School have no Separate toilets for Girls which indicates the worst sanitation facility at school in NCR. Sanitation facilities of private schools are better than government school. It has been found that the Government primary school, Behta, Loni have no separate toilet for girl's students. As per the questionnaire is answered by Principal of Primary School ,Garhi Kataiya have only 2 toilets for total enrolled 248 Students and no separate toilet for girls. The Sanitation facility is very important for healthy environment simultaneously healthy environment is important for healthy mind which produces a better citizen. All the schools of Delhi/NCR is having playground except one private school in Delhi. Khadijatul Kubra Girls' public school, Jogabai, Batla House is made in 2000 sq. yards with approximately 1522 students has no playground. Out of 8 schools, 5 conduct Extra-curricular activities. As per the Students interviewed, there is no Extra-curricular activities carried out in one Government School (Government primary school, Behta, Loni) and the two Private Schools from Ghaziabad i.e. New Akash Public JR. High School and Loni Inter College School. All the three schools are from Ghaziabad, north east region of Delhi.

There must be pure water supply in Schools but only Private schools have Aqua Water facilities but the Government Schools don't have Fresh and Pure water. The Physical Resources such as Library, books and computer is only available in private schools of Delhi and NCR. One Government school doesn't have library facility. There is lack of computers mainly in Government schools. There is one room for Head master in every Schools but 60% of schools doesn't have Staff rooms. The trend shows that the condition of Government Schools is pathetic and not complying with the most of the norms of Infrastructure in RTE Act 2009.

**Curriculum:** Most of the school follows CBSE syllabus in accordance with RTE Act 2009. Government School of Delhi/NCR irrespective of their medium uses NCERT books. Private Schools recommend different publication to their students. The classroom observation by researcher is that no Teaching Aid is used by Government Schools. The Private Schools are also lagging behind as only 37.5% of observed sample is using Learning and teaching aid for making learning attractive for the students. Private aided Schools in Delhi are using Alphabetical Toys, Posters, Movies etc. Government primary school, Behta, Lohni is using Limited vision of arranging different types of educational materials for children. As per RTE, 8 Periods of classes is required each day. All the schools are following this norm except Khadijatul Kubra Girls Public School, Jogabai where they conduct 9 periods each day. Apart from weekly tests, two examinations are conducted every year for promoting the child to the next session in private schools whereas 25% of Government schools conduct the same. Remaining other government schools conducts yearly examination to promote the student in next class. Three schools (New Akash Public JR. High School, Loni Inter College School and Government primary school) out of four school of NCR conduct only one exam in a year. The results obtained by students were satisfactory. The school organizes Annual Programs like Cultural Activity but no Sports Day in Private schools and is opposite in case of Government schools.

**Teacher-Students Ratio:** Quality Learners are required for better Quality education, and for that matters Teachers plays an important role, so keeping in mind the Government of India recommended the Standard Teacher-Pupil ratio i.e. 1:30 in RTE Act 2009. 87.5% Schools of both the category have ratio varies from 1:30 to 1:40. One Delhi government Schools shows a very huge gap of 1:83 which is an Alarming Situation for quality education. Teacher Pupil ratio with respective schools are 1:35 (Khadijatul Kubra School), 1:23 (Millat Public School), 1:34 (New Akash Public JR. High School), 1:44 (Loni Inter College School), 1:83 (Government Co.ed. middle school of Delhi), 1:29 (Govt.Girls senior Secondary School), 1:30 (Government primary school, Behta, Lohni), 1:30 (Primary School Garhi Kataiya).

The teachers appointed for the elementary classes are Graduate, Post-Graduate and some are also B.Ed. in Private Schools. The minimum required qualification of B.Ed. is set in government schools but 25% of Schools (i.e. Government Co.ed. Middle school, Delhi and Government primary school, Ghaziabad) are engaged in appointing Para-Teachers which is cautious for the quality of Education. Every class has a class teacher who is assigned for paying special attention to the students in private Schools but in NCR it is worth noting that many classes don't have class teacher in private as well as Government Schools.

**School Administration:** School Administration has responsibility to comply with each and every section of RTE Act 2009. Safety and Security of Child were neglected by many

of the Government as well as the private school. One School (Primary School Garhi Kataiya established in 1991) has no boundary walls since 25 years of its establishment, then how can we imagine of safety to the children going Schools. The whopping rate of negligence is witnessed by observer that only one or two schools from the sample have Medical facilities and none of government schools have medical facility for the students. No reservation is followed by any of the school except one school in Delhi. Sec (4) of RTE Act 2009 defines that there is no obligation for private schools to admit the children who are out of the School and provide special training to place them at par with the students already admitted but Government schools does have to comply with the Section 4. Unfortunately no special training or classes has been given to the students who were out of school to make them par with the students already admitted in the class according to their age and it is sad to add that no government school have knowledge about it except one Delhi Government School. Sec 9 of RTE Act 2009 assigns the duties to local authority to ensure a proper monitoring on the discrimination made to disadvantaged groups but there is no such evidence of monitoring is found so far in any of the schools. All these barriers create inferior quality education.

**Other provisions for quality Education:** As per section 12(b), 25% of the total Students in Private aided schools should be given admission to weaker groups (economically and socially backward) but only 50% of the sample is meeting this condition of RTE Act, 2009 and indulge in profit making business. Birth Certificate or Transfer Certificate is required for getting admission in school. All schools are complying with provision except one or two private schools which are using screening procedure (entrance test, interviews of parents etc.) which is prohibited by section 13 of RTE Act, 2009 for the 25% of students (random selection for that 25% disadvantaged group can be used).

Section 18 of the RTE Act, stipulates that no private School can function without obtaining Certificate of Recognition by government. As per our study, 1 out of 4 private schools in Delhi/NCR is unrecognised and no inspection or action has been taken on violation of the RTE Act 2009. Only 50% of government schools provide training to the teachers whereas no private school imparts training to their teachers. The Sec 7 of Act defines the responsibility of state and centre as education is under concurrent list.

The responsibility of funds is divided in ratio of 65:35 (centre & state). One Government school (Primary School Garhi Kataiya) of Ghaziabad admits that no fund has been given by the centre from long time whereas other government aided schools claims that there is not proper allocation of funds from the Government. These are the barriers creating hurdle in quality education and hence increasing the dropouts at higher level education. The Inclusive Education for children suffering with disability is ignored by the Schools, as only 2 out of 8 schools have admitted disable children.

## Findings and discussion

**Physical infrastructure and Resources:** Act provides the all-weather structure of school with safe drinking facilities, separate toilets for girls and boys, kitchen for mid-day meals, playground and easy access to school. Our study finds that the criteria of all-weather structure are fulfilled by all the Private schools and 75% of Government Schools. One of the private schools doesn't have playground. The provision of safe drinking water facility is not found in any of the government schools although private schools have fresh aqua drinking facility. The separate toilets are available for girls and boys in all Private schools but one of the government schools of NCR doesn't have the functional toilet for Girls. No access to library in one of the private as well as all government schools. As our Prime Minister Narendra Modi is emphasizing over the digital India but there is no computer labs in government schools. Here the question arises that how can we imagine a digital India without providing a basic knowledge of computer to our coming generations.

**Teacher-pupil ratio:** This paper reveals that the teacher-pupil ratio in all the schools are satisfactory and with compliance of the provision except one government school. The ratio varies between 1:30 to 1:40.

**Curriculum reform:** Teacher still follows the traditional method in the government schools. The students were typically asked to read chapters and then write answers. Only some of the private schools are using the new teaching strategies for developing the interest of the children. The students were supposed to copy and paste the answers from the books which is degrading the quality of education. CCE pattern is followed in all the schools, monthly unit test, half yearly examination and annual examinations are adopted. Government schools are lagging behind in curricular activities.

**Teacher training:** Service Training is given to the teachers to make them up to the date for providing better quality teaching according to the act. It also has a provision of minimum qualification (B.Ed.) criteria for teachers. The private schools are not following the provision of providing training whereas government schools though got some training in the past. There is still no such mechanism to impart regular training to the teachers. It is needed to be re-examining the pre-service and in-service training according to the NCERT and compliance with RTE.

**Age appropriate classroom:** Act provides that those student who have never admitted to school or admitted late in the class after 6 month of new academic year must be given special training to enable him/her par with the other students and admitted as per his/her age. Unfortunately, only one government school have applied this provision while others are not even aware about this. There is no mechanism to check whether a new student getting a special training or not.

**Access to education:** As per RTE 2009, student doesn't require any documents for admission. Easy transfer certificates to child who wants to change their school but the school doesn't provide transfer certificate to the students. Neither government nor private school are following this provision.

**No detention policy:** Act defines the no detention policy in section 16 of RTE Act 2009 that no child will be detained or expelled from school till completing the elementary education but it doesn't mean that children's learning will not be assessed. Hence state implemented CCE as they understand but the schools were conducting activities mostly which are physical rather than mental exercise which leads to keeping child busy with no learning in most of the schools.

**Provision of 25% seats reserved for Underprivileged:** No such provision of RTE has been implemented in the private schools. These 25% reserved seats were converted for management quota seats. Private school choose children according to their benefits. Weaker section is still ignored.

**Recognition process for state schools:** Government school must full fill minimum criteria for the recognition of schools but doesn't impose any action against the school if they are not able to meet the minimum requirement. There is lack of library facility and safe drinking water for children in the school.

**Supervision:** The supervision by the state or NCERT officers was done. Notice is sent to the school before the visit that helps school administration to get prepared as per RTE norms. Therefore, the correct result is not known to the government and the quality of education is lagging behind. The government should arrange some surprise visits to the school for better supervision.

**Lacking facility for inclusive education:** None of the schools have ramps for students who are suffering from some physical impairment. Teachers are also not trained enough to teach the visual and hearing impaired children. 50% schools don't have disabled friendly infrastructure which might have led to more dropouts of disabled children in the past.

**Dropout:** The national dropout rate is 40% (2015) in elementary education. The major reasons for such dropouts are poverty (Child Labour), lack of girls' toilet, drinking facilities, Inadequate learning facilities. The high dropouts are a serious concern which pushes us to think about the infrastructure, social differences etc.

## Suggestions

This paper pointed out some suggestions and recommendations as per the Right to education Act 2009: i. As per Act, it is recommended to make basic infrastructure within three years of implementation of Act and now almost five years have been passed but still schools in Delhi/NCR are lacking basic

infrastructure. Government should take proper initiative against the basic infrastructure facilities such as drinking water and library etc. The government should increase the educational budget and allocate the funds properly. The government should monitor the progress so that no corruption is done by any administrative authority of the schools. ii. Orientation programme should be organized by the government for the head masters and the senior teachers so that they are clear about the admission procedure in accordance with the RTE Act, 2009. iii. The RTE Act 2009 is providing only eight years of education which must be extend to 11 years because the child can get a job only after class 12<sup>th</sup>. No student becomes eligible for job after class 8. Hence, dropouts are more in higher education because all the opportunities are available for the students are after class 12<sup>th</sup>. iv. Focus on Computer literacy and Activity oriented teaching to make learning attractive and interesting. v. Community members should be made aware about important provisions made in the RTE Act. Awareness Programme should be done for the students, teachers and parents. vi. The government should arrange some surprise visits to the school for better supervision. Regular inspection should be done by education officers for quality check of education, food and other facilities etc. The government should impose penalty on the schools who are not following the provisions of RTE Act 2009.

There is a serious need to assess academic capacity of the teacher's training institute as the private institutions are distributing the degree of B.Ed. for sake of money which is hindering the quality education.

## Conclusion

**“Education is a vehicle through which we ride the path of illiteracy to literacy”.**

The main aim of education is overall development of human personality such as physical, mental and spiritual development. It has immense impact on human society. Being educated means being in proper sense. But educated doesn't means only taking a degree, there must be a proper learning outcome so that individual could become a self-reliant that means a good quality education must be imparted. For empowering the Nation, a citizen must be free from corruption and evils which can be achieved through education. Therefore government has taken many steps towards a better a qualitative education, one of those step is the enactment of Right to Education Act 2009.

This study is conducted for finding the effect of implementation of the Act and how far it is effective in reaching the set standards of National educational goal. Government and private schools of Delhi are investigated. The study shows that most of the schools have fulfilled the basic requirement of provision such as infrastructure except few regarding assessment, and strategies used by teachers for teaching-learning process. The processes used by teachers are still old. The Delhi schools shows that not all the schools implementing all provisions

properly, lag behind in one or another provisions. No proper implementation in any of private or government schools.

The observation and findings from interview and questionnaire showed a wide gap between what was expected and what is achieved. The national dropout rate of elementary education is 40% which is still high. This high rate give an alarming check on provisions of RTE act 2009 which still need some amendments, which impose strict action by government on non-compliance of full provision. More funds must be given to schools for children with disabilities. Finding shows that private schools implementing the provisions better than government schools, which again keep the weaker section of society such as poor as poor because they can't afford private schools and hence they will opt for child labour. Hence this lead to vicious circle of poverty and development will remain a major question for India. Therefore for development and making individual a self-reliant quality education is important factor and it can only be achieved through proper implementation of RTE Act, 2009.

Concentrated efforts of government, community, parents and teachers are needed for proper achievement of educational goal, which reduce corruption and evil from society. Isolated efforts will not result in proper compliance of the Act. Campaigning must carried out for awareness of the community regarding the right of the stakeholders of the RTE. Almost five year is passed after the enactment of Act in National capital, Delhi, study reveals that still there is a long way to go to achieve the developmental goals of education. Some suggestions have been given to increase the efficiency of Right to Education Act, 2009 such as strict supervision, provision of proper and adequate infrastructure etc. Still there is lot of spadework to be done, in terms of creating the frameworks, action plans as well as creating the enabling environment both at Centre and States, for implementing the RTE across all schools. The poverty and population are two sides of a coin which emerges as the root cause of depriving the children their right of education. If government seriously wants to implement the RTE, then the major challenge is poverty for our nation.

### Limitations of the study

The present study suffers from several limitations too, which are imperative and must be dealt with. Due to the paucity of time, comprehensive research has not been conducted. The sample taken is on convenience basis and it doesn't represent whole population of Delhi/NCR as adequate data were not accessible.

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