

"The Right to Education Act, 2009: Bridging Socio-Legal Gaps in Policy Implementation Through Administrative Reform at Ranchi in Jharkhand"

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ABSTRACT

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) was a major turning point in India's dedication to universal elementary education. This research critically analyzes the socio-legal gaps that still exist in the enforcement of the RTE Act with a concentrated case study of Ranchi, Jharkhand. In spite of the Act's assurance, deep-seated problems—varying from poor infrastructure and teacher shortages to low levels of public awareness and bureaucratic lethargy—have prevented its effective implementation. The paper examines how local-level administrative reforms can be a game-changer in filling these gaps. Through field studies, policy analysis, and interviews with stakeholders, the research brings out institutional weaknesses and innovative local efforts in Ranchi. It contends that simple legislative intention alone is not enough without strong administrative mechanisms, local community engagement, and accountability systems. The findings indicate that empowering school management committees, strengthening grievance redressal mechanisms, and facilitating interagency coordination with civil society organizations are central to enhancing RTE implementation. The article concludes that although the RTE Act provides a robust legal framework, its success depends finally on adaptive, decentralized governance and long-term political will at the grassroots level.

Introduction

No one should be deprived of the right to education, as it is necessary for the overall progress of a nation. In this context, the Indian education system transformed fundamentally in 2009 with the enactment of the Right to Education (RTE) Act which provides for free and compulsory education to children between the age of 6 to 14 years. This is one of the major laws which help in the implementation of the Directive Principles of State Policy, especially Article 45, and it is also the India's obligations towards the MDGs and SDGs.

However, in spite of the huge possibilities it offers, the RTE Act introduces provisions that make the socio-legal and the administrative process much more complex and much more difficult. The legal underpinnings of the Act are premised on the success of policies and policy frameworks. This makes substantial administrative capabilities a sine qua none. But there are also those that reside on the social, economic, capacity, and bureaucratic level that are systematically undermining its realization. It is necessary to close the mentioned socio-legal gap, in order to achieve the main goals of the Act: common education, equity, and inclusiveness. This research seeks to analyze the relationship of law and administration as well as the necessary changes needed to make more effective the RTE Act.

Historical Background

The road to universal education in India has been a long and winding one. Education was recognized as the priority for social development right from the colonial period; the Wood's Despatch of 1854 and the government schools were significant landmarks. However, till much of India's history, access to education was limited to the privileged sections of society.

It is during the post-independence era that the Indian Constitution lays down the foundations to ensure education by setting free and compulsory education as the imperative of the State through Article 45

towards all children up to 14 years of age. Still, it was not until the 86th Constitutional Amendment of 2002 that the Supreme Court included education as a fundamental right through Article 21A. This amendment gives legal momentum to the enforcement of the Right to Education Act passed in 2009. The RTE Act was designed to remedy systemic injustice in education through strict provisions like 25% seat reservation in private schools for economically weaker section of children, minimum infrastructure requirements, and prohibition of discriminatory practices. However, its implementation showed lacunae on policy consistency, resource allocation, and administrative accountability.

The reforms and schemes, from digital education to the mid-day meal scheme and teacher training, undertaken in the past few years have tried to supplement the RTE Act. Still, the ongoing socio-legal dilemmas force one to dig deeper into the ways in which administrative reforms would bridge those gaps and bring about effective realization of the right to education for all.

This study situates the RTE Act in the socio-legal terrain of India and assesses the contribution of administration in the overcoming of obstacles to its implementation through Administrative Reforms".

Research Objectives

- 1) To identify the socio-legal challenges in the implementation of the RTE Act, 2009.
- 2) To assess the effectiveness of existing administrative mechanisms in enforcing the provisions of the RTE Act.
- 3) To examine the impact of socio-legal barriers on the inclusivity and accessibility of education.
- 4) To suggest administrative reforms for improving the implementation of the RTE Act.

Research Design

- 1) **Type of Research:** This study will be a mixed-methods research, where both qualitative and quantitative research methods will be used to provide an in-depth analysis.
- 2) **Nature of Study:** Descriptive and analytical, aimed at understanding the present situation of RTE implementation and determining the requirement of administrative reforms.

Data Collection Methods

- 1) **Population:** Stakeholders involved in the implementation of the RTE Act, including administrators and principals or in-charges.
- 2) **Sample Size:** 30 principals from private, aided/unaided schools' elementary schools of Ranchi district of Jharkhand.
- 3) **Sampling Method:** Random sampling for quantitative data and purposive sampling for qualitative data collection.

Tools for Data Analysis

- 1) **Quantitative Data:** questionnaire will be used for data collections. Analyse survey responses using statistical tools such as Excel for descriptive statistics.
- 2) **Qualitative Data:** Use thematic analysis to interpret the open-ended questions

Expected Outcomes

- 1) Identification of key areas of socio-legal gaps and administrative challenges in implementing the RTE Act at Ranchi in Jharkhand.
- 2) Insights into the effectiveness of current administrative mechanisms and areas needing reform.
- 3) Practical recommendations for policy changes and administrative enhancements to ensure equitable access to education.
- 4) This research will contribute to bridging the gap between policy intent and ground realities, helping stakeholders optimize the implementation of the RTE Act at Ranchi in Jharkhand.
- 5) The survey findings will identify areas requiring enhancement and provide valuable insights into the socio-legal implementation of the RTE Act at Ranchi. The recommendations stemming from

the survey will inform policy decisions and initiatives aimed at enhancing the RTE Act's effectiveness in achieving its goals of ensuring high-quality education, consistent attendance, and universal enrolment for all children.

Research tools

Socio-Legal Assessment Scale of the Right to Education Act (RTE) Act 2009 for Administration

Right to Education Act (RTE) Act 2009, a landmark piece of Indian legislation, guarantees free and compulsory education for children aged six to fourteen, irrespective of their caste or economic status. While hailed as a crucial step towards equitable education access, there are apprehensions regarding its effective execution, particularly concerning its social and legal implications.

Purpose of the Questionnaire

This questionnaire aims to gather information on the socio-legal implementation of the RTE Act, specifically in private, unaided elementary schools of Ranchi in Jharkhand. Its primary goal is to identify areas needing improvement and provide recommendations to enhance the Act's effectiveness. The questionnaire will concentrate on key areas for investigation:

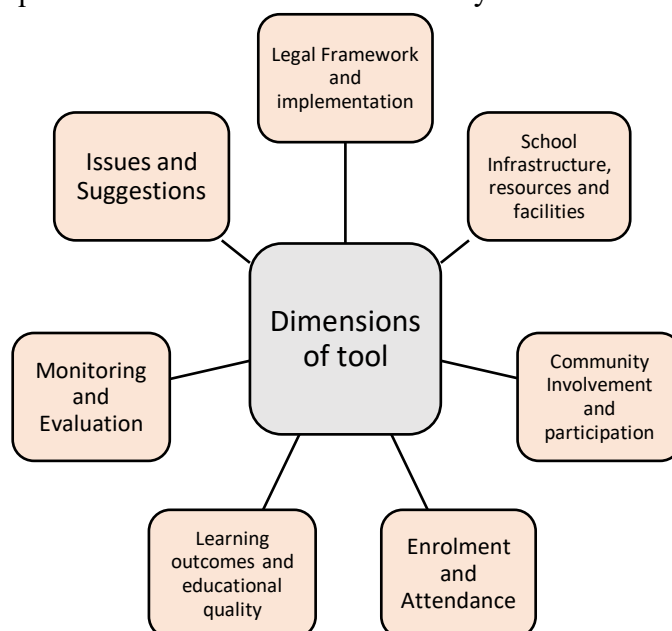


Fig: Dimensions of Tool

Legal Framework and Implementation: This section will evaluate how well parents, teachers, school administrators, and students understand the RTE Act of 2009.

School Infrastructure, Resources, and Facilities: This section will assess how well the elementary schools in Ranchi, Jharkhand, have classrooms, libraries, playgrounds, and sanitary facilities.

Community Involvement and Participation: This section will guarantee the community's involvement and participation, which is crucial in understanding the difficulties and barriers faced by Ranchi's educational system.

Enrolment and Attendance: This section will evaluate the enrollment and attendance trends of children attending private primary schools in Ranchi, Jharkhand, especially those from underprivileged families.

Learning outcomes and educational quality: This section will look at the quality of elementary education provided by Ranchi, Jharkhand's private schools, taking into account the efficiency of instructional strategies, learning objectives for students, and evaluation techniques.

Monitoring and Evaluation: This section will evaluate the systems put in place to keep an eye on and assess how the RTE Act is being implemented, as well as how well these systems are working to spot and resolve problems.

Issues and Suggestions: This section addresses the different issues that arose during the implementation of the RTE Act 2009 and offers a range of suggestions to successfully resolve these issues.

Target Audience:

The questionnaire is designed for various stakeholders engaged in implementing the RTE Act in private elementary schools at Ranchi in Jharkhand, including:

Education administrators: Principals/Headmasters/Mistresses, Directors, or individuals in charge of private elementary schools in Ranchi, Jharkhand.

Each of the items was rated on a five-point scale with the following options:

- a) Strongly agree
- b) agree
- c). Undecided
- d) Disagree
- e) Strongly disagree

The framework of final questionnaire is given below:

Socio-Legal Assessment Scale of the Right to Education Act (RTE) Act 2009 for Administration

Name of participants	
Designation	
Name of school	
Address	
Date	

Instructions

Please carefully review the following statements. Each statement offers five options. Please indicate your choice for each statement by placing a tick mark (✓) in the space provided. Please mark only one column for each statement. Kindly rate your level of agreement with each positive statement using a scale of 1 to 5, as follows: 1 - Strongly Disagree 2 - Disagree 3 – Neutral/Undecided 4 - Agree 5 - Strongly Agree and for negative statement using a scale 5 to 1, as follows: 5- strongly Disagree, 4-Disagree, 3-Neutral/Undecided, 2- Agree, 1-Strongly Disagree.

S no.	Section 1: legal Framework and Implementation	Strongly Agree	Agree	undecided	Disagree	Strongly Disagree
1.	The way the right to education is implemented in elementary schools is not made clear and efficient by the current legislative framework.					
2.	Enough financial resources have been set aside to provide every child fair and equal access to high-quality education.					

3.	I am aware of the main points of the RTE Act 2009, including the entitlement of children between the ages of six and fourteen to free and compulsory education.					
4.	Current laws and policies sufficiently address the obstacles that marginalized groups have when attempting to obtain education.					
5.	Strong monitoring and enforcement systems efficiently guarantee adherence to the right to education.					
6.	The RTE Act of 2009 is not being reviewed and assessed in our school.					
	Section 2: School Infrastructure, Resources and facilities					
7.	There is no enough space and equipment at our school to serve every student who is enrolled.					
8.	The state government's financing and resource allocation for enhancing the school's facilities and infrastructure are not more than enough.					
9.	The school has very good facilities and infrastructure, including classrooms, libraries, playgrounds, and sanitary facilities.					
10.	Classrooms are furnished with necessary educational resources and equipment.					
11.	Teachers are not equipped with the education and credentials needed to deliver top-notch instruction.					
12.	There is no enough support staff on hand to meet all of the pupils' varied needs.					
13.	The school environment is not safe, inclusive, and conducive to learning for all children.					
	Section 3: Community Engagement and Participation					
14.	The school not actively includes the parents and the community in decision-making processes.					
15.	There are established procedures for community involvement in school supervision and governance.					

16.	Social and cultural hurdles that could prevent children from accessing education are properly addressed by the school.					
17.	Parents and community members are not aware of their responsibilities and rights regarding the right to an education.					
18.	Educational services are made better and more accessible through partnerships with community organizations.					
	Section 4: Enrolments and Attendance					
19.	Our school has not clear and efficient enrollment process accessible to all families.					
20.	Applications for enrolment are handled quickly and without needless delays.					
21.	We successfully track enrolment patterns and spot possible problems, such falling enrolment in particular regions.					
22.	In order to identify the underlying causes of student absenteeism, we gather and examine data.					
23.	Effective tactics, like home visits and early intervention programs, are used by our school to combat absenteeism.					
24.	Student attendance at our school is not satisfactory and meets established benchmarks.					
	Section 5: Learning Outcomes and Quality of Education					
25.	Every grade level and topic area at our school has specific learning objectives.					
26.	The learning objectives correspond with state and national curricular requirements.					
27.	The intended learning outcomes are not focus of the curriculum and teaching strategies.					
28.	Educators proficiently convey educational goals to both pupils and guardians.					

29.	Our school has no clear and shared vision for providing a high-quality education for all students.					
30.	The school not effectively allocates resources to support the implementation of quality education initiatives.					
31.	Staff members have a strong culture of working together and taking responsibility for the academic success of students.					
32.	Teachers utilize effective instructional practices that differentiate instruction to meet diverse student needs.					
33.	There are not sufficient chances for students to gain practical knowledge and experience in real-world situations.					
34.	The curriculum incorporates technology in a seamless way to improve learning opportunities.					
	Section 6: Monitoring and Evaluation					
35.	Our school are not using a variety of assessment tools to monitor each student's progress in the classroom.					
36.	Regular analysis of assessment data is done to pinpoint areas of strength and weakness.					
37.	There are clear and systematic processes for evaluating the effectiveness of teaching and learning strategies.					
38.	Teachers and students who are having difficulty arenot given any individualized support based on the evaluation results.					
39.	According to the central government's 2020 New Education Policy and the Guidelines on Safety and Security 2021, schools must hold school administration accountable for the safety and security of their students.					

Additional comment:

Section 7: Challenges and Recommendations

40. What are the primary obstacles you encounter when executing the right to education in your educational institution?
41. What specific recommendations do you have for improving the legal framework and its implementation?
42. How can the resource shortages be more effectively addressed and equitable access to high-quality education for all kids ensured?
43. What tactics can be used to boost community involvement and education participation?

Interpretation and Analysis of Data:

In this stage, we interpret and analyse the data that we collected from principals, in-charges and administrators. The analysis and interpretation of data are as follow:

The very first section are talked about legal framework and implementation, so here researcher analyse the data, that is given below.

Section 1: Legal Framework and Implementation

S no.	Section 1: legal Framework and Implementation	No. of people (no. and % both)				
		SA	A	UD	D	SD
1.	The way the right to education is implemented in elementary schools is not made clear and efficient by the current legislative framework.	2	4	0	14	10
		6.6%	13.3%	0%	46.6%	33.3%
2.	Enough financial resources have been set aside to provide every child fair and equal access to high-quality education.	15	10	0	3	2
		50%	33.3%	0%	10%	6.6%
3.	I am aware of the main points of the RTE Act 2009, including the entitlement of children between the ages of six and fourteen to free and compulsory education.	17	11	0	2	0
		56.6%	36.6%	0	6.6%	0%
4.	Current laws and policies sufficiently address the obstacles that marginalized groups have when attempting to obtain education.	11	10	3	3	3
		36.6%	33.3%	10%	10%	10%
5.	Strong monitoring and enforcement systems efficiently guarantee adherence to the right to education.	10	5	2	8	5
		33.3%	16.6%	6.6%	26.6%	16.6%
6.	The RTE Act of 2009 is not being reviewed and assessed in our school.	8	7	0	10	5
		26.6%	23.3%	0	33.3%	16.6%

This data was collected from 30 principals, in-charges and administrator of private, aided and unaided elementary school of Ranchi district of Jharkhand. As per the data it is analysed that 46.6% of principals, in-charges or administrator disagreed with the statement i.e., the way of right to education is implemented in elementary schools is not made clear and efficient by the current legislative framework, 33.3% are strongly disagreed with this statement whereas 13.3% are agreed and 6.6% principals are strongly agreed with this statement. When the researcher talked about the enough financial resources have been set aside to provide every child fair and equal access to high-quality

education 50% of principals are strongly agreed with this statement and 33.3% agreed whereas 10% principals disagreed and denied and 6.6% of principals strongly agreed with this statement. In this data it is also shown that 56.6% of principals or in-charges are strongly agreed and 36.6 % of principals aur in-charges agreed with the awareness of the main points of the RTE Act 2009, including the entitlement of children between the ages of six and fourteen to free and compulsory education. Whereas 6.6 are disagreed with this concept. When a researcher talked about that “the current laws and policies sufficient address the obstacles that marginalized groups have when attempting to obtain education” 36.6% of principals are strongly agreed and 33.3% are agreed with this concept whereas 10% are neutral, 10 % are disagreed and 10% are strongly disagreed with this statement. now the next statement is about strong monitoring and enforcement system efficiently guarantee adherence to the right to education, in that statement only 33.3% principals are strongly agreed, 16.6% are agreed and 6.6% are neutral whereas 26.6% are disagreed and 16.6 are strongly disagreed with this statement. The last statement of this section is about “the RTE Act of 2009 is not being reviewed and assessed in our school” 26.6% principals are strongly agreed and 23.3% are agreed with this statement whereas 33.3% principals are disagreed and 16.6% are strongly disagreed with this statement.

Section 2: school Infrastructure, Resources, and facilities

	Section 2: School Infrastructure, Resources and facilities	No. of people (no. and % both)				
		SA	A	UD	D	SD
7.	There is no enough space and equipment at our school to serve every student who is enrolled.	2	1	0	20	7
		6.6%	3.3%	0	66.6%	23.3%
8.	The state government's financing and resource allocation for enhancing the school's facilities and infrastructure are not more than enough.	15	8	0	3	4
		50%	26.6%	0	10%	13.3%
9.	The school has very good facilities and infrastructure, including classrooms, libraries, playgrounds, and sanitary facilities.	15	13	0	2	0
		50%	43%	0	6.6%	0%
10.	Classrooms are furnished with necessary educational resources and equipment.	16	6	0	3	5
		53.3%	20%	0%	10%	16.6%
11.	Teachers are not equipped with the education and credentials needed to deliver top-notch instruction.	2	2	0	11	15
		6.6%	6.6%	0%	36.6%	50%
12.	There is not enough support staff on hand to meet all of the pupils' varied needs.	3	1	0	11	15
		10%	3.3%	0%	36.6%	50%
13.	The school environment is not safe, inclusive, and conducive to learning for all children.	0	1	0	11	18
		0%	3.3%	0%	36.6%	60%

This section is talked about the school infrastructure, resources and facilities, this section comprises of 7 questions, the very first question is talked about that there is not enough space and equipment at our school to serve every student who is enrolled, so here researcher analyse that 6.6% of principals are strongly agreed and 3.3% of principals are agreed with this statement whereas 66.6% of principals are disagreed and 23.3% principals are strongly disagreed with this statement. The second statement is that the state government’s financing and resource allocation for enhancing the school’s facilities and infrastructure are not more than enough, in that statement 50% of teachers strongly agreed and 26.6% are agreed whereas 10% are disagreed and 13.3% are strongly disagreed with this statement. when researcher talk about the school facilities like infrastructure, classroom, libraries, playground and sanitary facilities 50% principal strongly agreed and 43% are agreed that their school have very good infrastructure facilities, library, playground, classroom and have good sanitary facilities but 6.6% of principals are disagreed with this statement, they have poor infrastructure, classroom and

library etc. Next statement is “classroom are furnished with necessary educational resources and equipment” 53.3% principals are strongly agreed 20% are agreed with this whereas 10% disagreed and 16.6% are strongly disagreed with this statement. when the researcher talks about teachers that they are not equipped with the education and credentials needed to deliver top-notch instruction, then the response of the principals are as follows that 50% are strongly disagreed, 36.6% are disagreed, 6.6% are agreed and 6.6% are strongly agreed with this statement. Next statement is “there is no enough support staff on hand on meet all of pupil’s varied needs” 10% principals strongly agreed, 3.3% are agreed with this statement whereas 36.6% disagreed and 50% are strongly disagreed with this concept. The last statement is that “the school environment is not safe, inclusive and conducive to learning for all children” only 3.3% principals agreed with statement whereas 36.6% are disagreed and 60% strongly disagreed with this statement.

Section 3: Community Engagement and Participation

	Section 3: Community Engagement and Participation	No. of people (no. and % both)				
		SA	A	UD	D	SD
15.	The school not actively includes the parents and the community in decision-making processes.	4	5	0	10	11
		13.3%	16%	0%	33.3%	36.6%
16.	There are established procedures for community involvement in school supervision and governance.	5	10	0	11	4
		16.6%	33.3%	0%	36.6%	13.3%
17.	Social and cultural hurdles that could prevent children from accessing education are properly addressed by the school.	17	11	0	2	0
		56.6%	36.6%	0%	6.6%	0%
18.	Parents and community members are not aware of their responsibilities and rights regarding the right to an education.	10	12	0	4	4
		33.3%	40%	0%	13.3%	13.3%
19.	Educational services are made better and more accessible through partnerships with community organizations.	17	13	0	0	0
		56.6%	43.3%	0%	0%	0%

the first statement of this section is “the school is not actively including the parents and the community in decision-making process” we analyse that 36.6% of principals strongly disagreed and 33.3% are disagreed with this statement whereas 16% are agreed and 13.3% are strongly disagreed with this statement. Next statement is about the established procedures for community involvement in school supervision and governance, in this statement 16.6% principals are strongly agreed and 33.3% are agreed but 36.6% are disagreed and 13.3% are strongly disagreed with this statement. The third statement is about the social and cultural hurdles that could prevent children from accessing education are properly addressed by the school, 56.6% of principals are strongly agreed with this statement and 36.6% are agreed whereas only 6.6% people are disagreed with this statement. The fourth statement is that parents and community members are not aware of their responsibilities and rights regarding the right to an education, here the researcher analysed that 33.3% principals are strongly agreed with this statement, 40% principals are agreed but 13.3% are disagreed and 13.3% are strongly disagreed with this statement. now the last question of this section is about educational services that are made better and more accessible through partnerships with community organization, here the researcher analysed that 56.6% of principals strongly agreed and 43.3% of principals are agreed with this statement whereas no one disagreed with this statement.

section 4: Enrolments and attendance

	Section 4: Enrolments and Attendance	No. of people (no. and % both)				
		SA	A	UD	D	SD
20.	Our school has not clear and efficient enrollment process accessible to all families	0	2	0	12	16
		0%	6.6%	0%	40%	53.3%
21	Applications for enrollment are handled quickly and without needless delays.	12	10	0	8	0
		40%	33.3%	0%	26.6%	0%
22.	We successfully track enrollment patterns and spot possible problems, such falling enrollment in particular regions.	15	10	2	2	1
		50%	33.3%	6.6%	6.6%	3.3%
23.	In order to identify the underlying causes of student absenteeism, we gather and examine data.	15	14	0	1	0
		50%	46.6%	0%	3.3%	0%
24.	Effective tactics, like home visits and early intervention programs, are used by our school to combat absenteeism.	10	4	0	11	5
		33.3%	13.3%	0%	36.6%	16.6%
25.	Student attendance at our school is not satisfactory and not meets established benchmarks.	0	2	0	13	15
		0%	6.6%	0%	43.3%	50%

This section discussed about the enrolment and attendance, and it comprises of 6 questions, the first question is talked about the school has not clear and efficient enrolment process accessible to all families, so here 53.3% of principals are strongly disagreed with this statement and 40% are disagreed with this statement whereas only 6.6% of principals agreed with this statement. Second statement is applications for enrolment are handled quickly and without any needless delays, in this statement 40% of principals are strongly agreed, 33.3% are agreed and only 26.6% are disagreed with this statement. the third statement is that the school successfully track enrolment patterns and spot possible problems, such falling enrolment in particular regions, in this statement 50% of principals are strongly agreed, 33.3% are agreed and 6.6% are neutral whereas 6.6% are disagreed and 3.3% are strongly disagreed with this statement. Fourth statement, in order to identify the underlying causes of student absenteeism, we gather and examine data, the analysis of this statement is that 50% principals strongly agreed that they examine the reason of absenteeism, 46.6% they also agreed whereas rest of the principals denied or disagreed with this statement. Next statement is about the effective tactics like home visits and early intervention programs are used by our school to combat absenteeism, the researcher analyses that 33.3% of principals strongly agreed, 13.3% are agreed but 36.6% principals are disagreed and 16.6% are strongly disagreed with this statement. The last statement is about the student's attendance at the school is not satisfactory and not meets established benchmarks, the analysis of this statement is 50% of principals strongly disagreed, 43.3% are disagreed whereas only 6.6% are agreed with this statement.

Section 5: Learning outcomes and quality of Education.

	Section 5: Learning Outcomes and Quality of Education	No. of people (no. and % both)				
		SA	A	UD	D	SD
25.	Every grade level and topic area at our school has specific learning objectives.	22 73.3%	6 20%	0 0%	2 6.6%	0 0%
26.	The learning objectives correspond with state and national curricular requirements.	20 66.6%	8 26.6%	2 6.6%	0 0%	0 0%
27.	The intended learning outcomes are not focus of the curriculum and teaching strategies.	0 0%	1 3.3%	2 6.6%	15 50%	12 40%
28.	Educators proficiently convey educational goals to both pupils and guardians.	10 33.3%	10 33.3%	0 0%	5 16.6%	5 16.6%
29.	Our school has no clear and shared vision for providing a high-quality education for all students	0 0%	1 3.3%	0 0%	12 40%	17 56.6%
30.	The school not effectively allocates resources to support the implementation of quality education initiatives.	0 0%	2 6.6%	0 0%	18 60%	10 33.3%
31.	Staff members have a strong culture of working together and taking responsibility for the academic success of students.	19 63.3%	8 26.6%	0 0%	2 6.6%	0 0%
32.	Teachers utilize effective instructional practices that differentiate instruction to meet diverse student needs.	10 33.3%	13 43.3%	0 0%	7 23.3%	0 0%
33.	There are not sufficient chances for students to gain practical knowledge and experience in real-world situations.	3 10%	10 33.3%	0 0%	7 23.3%	10 33.3%
34.	The curriculum incorporates technology in a seamless way to improve learning opportunities.	10 33.3%	13 43.3%	0 0%	7 23.3%	0 0%

This section is comprised of 10 questions, and all are talk about the learning outcomes and quality of education. The first question is about every grade level and topic area at our school has specific learning objectives, 73.3% principals are strongly agreed and 20% are agreed that their schools every grade level and topic have specific learning objectives whereas 6.6% denied or disagreed with this statement. second statement “the intended learning outcomes are not focus of the curriculum and teaching strategies” 40% of principals strongly disagreed with this statement, 50% are disagreed and 6.6% are neutral or they have no idea about it and only 3.3% of principals are agreed with this statement. Next statement is “educators proficiently convey educational goals to both pupils and guardians” in this statement 33.3% of principals are strongly agreed, 33.3% are agreed but 16.6% are disagreed and 16.6 are strongly disagreed with this statement. next statement is “our school has no clear and shared vision for providing a high-quality education for all students” the researcher analyses that this statement are strongly disagreed by 56.6% of principals, 40% are disagreed and only 6.6% of principals are agreed with this statement. The sixth statement is “the school not effectively allocates resources to support the implementation of quality education initiatives” the analysis of this statement

is that only 33.3% of principals strongly disagreed, 60% are disagreed and only 6.6% of principals are agreed with this statement. The next statement is “staff members have a strong culture of working together and taking responsibilities for the academic success of students” here the researcher analyses that 63.3% of principals strongly agreed with this statement, 26.6% are agreed and only 6.6% of principals are disagreed with this statement. Eight statement of this section is “teachers utilize effective instructional practices that differentiate instruction to meet diverse student needs” the researcher analysed that 33.3% of principals strongly agreed with this statement, 43.3% are agreed and only 23.3% of principals are disagreed with this statement. Next statement is “there are not sufficient chances for students to gain practical knowledge and experience in real-world situations” the analysis of this statement is as follows, 33.3% of principals and in-charges are strongly disagreed, 23.3% are disagreed whereas 33.3% are agreed and 16.6% are strongly disagreed with this statement. The last question for this section is “the curriculum incorporates technology in a seamless way to improve learning opportunities” the result of this statement is that 33.3% principals are strongly agreed with this statement, 43.3% are agreed whereas 23.3% are disagreed with this statement.

Section 6: Monitoring and Evaluation

	Section 6: Monitoring and Evaluation	No. of people (no. and %both)				
		SA	A	UD	D	SD
35.	Our school are not using a variety of assessment tools to monitor each student's progress in the classroom.	5	4	0	10	11
		16.6%	13.3%	0%	33.3%	36.6%
36.	Regular analysis of assessment data is done to pinpoint areas of strength and weakness.	9	10	0	11	0
		30%	33.3%	0%	36.6%	0%
37.	There are clear and systematic processes for evaluating the effectiveness of teaching and learning strategies.	8	7	0	10	5
		26.6%	23.3%	0%	33.3%	16.6%
38.	Teachers and students who are having difficulty are not given any individualized support based on the evaluation results.	5	7	0	15	3
		16.6%	23.3%	0%	50%	10%
39.	According to the central government's 2020 New Education Policy and the Guidelines on Safety and Security 2021, schools must hold school administration accountable for the safety and security of their students.	10	7	0	5	8
		33.3%	23.3%	0%	16.6%	26.6%

Section deals with the monitoring and evaluation system of the schools, this section has 5 questions, the first question is that “our schools are not using a variety of assessment tools to monitor each student progress in the classroom” the responses of the principals are that 16.6% are strongly agreed, 13.3% are agreed whereas 33.3% are disagreed and 36.6% are strongly disagreed with this statement. The next question is “regular analysis of assessment data is done to pinpoint areas of strength and weakness” here the researcher analyses that 30% of principals are strongly agreed and 33.3% are agreed whereas only 36.6% of principals are disagreed with this statement. The third statement is “there are clear and systematic processes for evaluating the effectiveness of teaching and learning strategies.” here only 26.6% of principals are strongly agreed, 23.3% are agreed whereas 33.3% of principals are disagreed and 16.6% are strongly agreed with this statement. The next statement is about the “teachers and students who are having difficulty are not given any individualized support based on the evaluation results” the responses of principals are 16.6% principals are strongly agreed, 23.3% are agreed but 550% are disagreed and 10% are strongly disagreed with this statement. Now

the last statement is “according to the central government’s 2020 New Education Policy and the guidelines on safety and security 2021, schools must hold school administration accountable for the safety and security of their students” in this statement the researcher analyses that 33.3% of principals are strongly agreed with this statement, 23.3% are agreed whereas 16.6% are disagreed and 26.6% are strongly disagreed with this statement.

Analysis of open-ended questions:

When researcher asked a question i.e., **“What are the primary obstacles you encounter when executing the right to education in your educational institution”** to the principal, administrator and in-charges, they all give different answers, then we categorised all the answers and analysed the answers, the interpretation of the answers are given below:

Students from economically disadvantaged backgrounds have lack of resources such as books, uniforms, or transportation. Families may prioritize work over schooling due to financial burden or pressure. The Marginalized communities may face systemic barriers, leading to uneven access to quality education. Parents who are uneducated or financially weak may not provide the support or encouragement necessary for children to pursue education. Therefore, addressing socioeconomic barriers requires targeted policies such as free education, midday meal programs and stipend to incentivize enrolment and retention.

Many schools lack adequate classrooms, toilets (especially for girls), libraries, or technological resources. Overcrowding is also a big problem because the high student-to-teacher ratio compromises the quality of education and individual attention to students. Lack of transportation facilities is also a big problem in rural areas, causing high dropout rates in the schools. Therefore, Governments and stakeholders need to invest in infrastructure development, especially in weaker sections and underprivileged areas, to ensure equitable access to basic facilities.

Many schools have faced a lack of trained and qualified teachers that impact is shown in learning outcomes. Poor pay or salary, inadequate training and lack of resources can lead to disengaged teaching staff. Teacher shortages, low teacher motivation like poor pay, inadequate training and lack of resources leads to disengaged teaching staff. Bureaucratic challenges are also hinder the education system like inefficient administration cannot timely delivered the resources or implementation of educational programs. So, here we analysed that if we are enhancing the teacher training programs, ensuring a good salary, streamlining bureaucratic systems are very important for improving the education system.

Students from economically weaker section of society or from minority groups face exclusion or lack of support. Gender disparities is also a big problem because in many cultures, girls face restriction on education due to safety concern and traditional roles. Language barriers is also a main problem because curriculum is not available on child’s mother tongue or native language that can impede learning.

So, in this case we have to address the cultural challenges requires awareness campaigns, inclusive education policies and community engagement.

Weak Enforcement it means laws supporting the right to education may exist but are often not properly work or poorly enforced. Limited resource Allocation or limited budgets or mismanagement can lead to gaps in educational provision. Therefore, strong accountability mechanism and transparent governance are very essential to bridge policy and implementation gaps.

Effective execution of the right to education requires a multi-faceted approach, addressing barriers at every level—individual, community, institutional, and systemic. Stakeholders, including governments, educators, communities, and NGOs, must collaborate to create an inclusive, equitable, and accessible education system.

The content analysis of the second question i.e., **“What specific recommendations do you have for improving the legal framework and its implementation?”** is that to improving the legal framework and its implementation is a multifaceted endeavour that requires addressing legislative clarity, public

engagement, institutional capacity and enforcement mechanisms. Below are specific recommendations:

Simple and standardized law can enhance the legislative clarity and accessibility to eliminate ambiguities and redundancies by consolidating overlapping statutes and aligning them with international best practices. All laws and regulations are to be ensure that they are accessible online in very simple and clear language to maintain the transparency and for the public understanding.

Judicial training should be continuously provided to the judges, prosecutors and the legal professionals on new laws, emerging legal challenges and procedural fairness. Allocation of sufficient funds and resources to regulatory institutions and judicial to improve the efficiency and reduce the backlogs. Technological integration is also very important for the implementation of digital case management system to streamline the process, reduce delays and enhance the accountability. Establishment of robust oversight mechanism to address corruption or misconduct and monitor enforcement agencies and also create a platform for reporting the violence and tracking the status of complaints.

Awareness program and promote public participation it means to involve the civil society and the marginalized groups in law making and policy review process to ensure the inclusivity. Legal awareness program or campaigns is also very important to inform the citizens about their rights and responsibilities under the law. Pro Bono and Legal aid services access should be expanded and available for underprivileged community for free and affordable legal assistance. Focus on Monitoring and Evaluate Implementation is also needed because conduct of the periodic independent audit of legal institutions and publish findings for public scrutiny.

The third question of section 7 is **“How can the resource shortages be more effectively addressed and equitable access to high-quality education for all kids ensured?”** on this question when researcher collected the responses from all the principals, she analysed that to eradicate the problem of resource shortages educational funding should be increase and prioritize should be given to underserved areas. Public-private partnership collaboration means to leverage collaboration with private entities to provide the infrastructure and resources. Internet connectivity or digital access should be expanded, investment on teacher training, teacher recruitment and teacher wages are also very important for the improvement of the quality of education. Allocation of resources should be based on need rather than the uniform policies and involvement of local stakeholder is also very important in decision-making process. So, these are the measures which can be eradicate the problems of resource shortages and effectively addressed and equitable access to high-quality education for all children ensured.

The last question of this section is **“What tactics can be used to boost community involvement and education participation?”** after the collection of all the responses the researcher interpretate that there is a need to boost the community involvement in education system and requires to fostering the parent-teachers collaboration, partnership with local businesses and organizations, and involvement of community in school decision-making. Awareness campaigns can highlight the value of education, while offering diverse volunteer opportunities ensures inclusivity. Aligning activities with local culture and values strengthens connections and recognizing community contributions builds goodwill. Effective communication through accessible channels keeps everyone informed and engaged.

Conclusion

All Indian children between the ages of 6 and 14 are to receive free and compulsory education thanks to the ground-breaking Right to Education Act, 2009 (RTE). However, due to administrative roadblocks and socio-legal gaps, its potential is still unrealized. Its successful implementation is hampered by elements such as unequal resource distribution, a lack of teacher accountability, ineffective bureaucracy, and social injustices. It is necessary to get past these barriers to the

educational system. Closing the gaps requires a synergistic approach that combines strong administrative and community involvement mechanisms with law enforcement.

Suggestions

Boost Administrative Accountability: Establish transparent monitoring and assessment procedures to guarantee that RTE guidelines are followed, and officials are held responsible.

- 1) **Enhance Teacher Training:** Provide courses for ongoing professional development to improve instruction and fill in any pedagogical gaps.
- 2) **Equitable Resource Allocation:** To reduce inequalities in access to high-quality education, improve financing and infrastructure development in underdeveloped areas.
- 3) **Community Engagement:** Promote the active participation of parents, other community organizations, and non-governmental organizations in school operations and decision-making.
- 4) **Technology Integration:** To implement and monitor government policies through the use of digital tools to achieve seamless and effective access, visibility, and transparency.
- 5) **Public awareness campaigns:** Raise awareness and empower underprivileged groups to successfully exercise their RTE rights in order to hold authorities responsible.
- 6) **Policy reforms:** Review and update the RTE clause on a regular basis to address emerging issues and bring it into line with global best practices in the field of education.
- 7) **Focused Approach to Inclusion:** To promote greater inclusivity, concentrate particular efforts on girls, children from underprivileged backgrounds, and children with disabilities.

A more inclusive and successful educational system can be achieved by bridging socio-legal gaps in RTE implementation with these interventions, political will, and ongoing oversight.

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