



IMPLEMENTATION OF THE RTE ACT (2009) PROVISIONS IN CBSE SCHOOLS OF AMRITSAR CITY: AN EMPIRICAL STUDY

Amit Kauts¹, Ph. D. & Abreen Kaur²

¹Professor & Head, Department of Education, Guru Nanak Dev University, Amritsar- 143005, Punjab, E-mail: kautsamit@gmail.com

²M.Ed Student, Department of Education, Guru Nanak Dev University, Amritsar

Paper Received On: 25 JULY 2022

Peer Reviewed On: 31 JULY 2022

Published On: 1 AUGUST 2022

Abstract

In the present study, an attempt has been made to critically analyse the implementation of RTE Act (2009) provisions in private CBSE schools of Amritsar city and to explore how far the various aspects enshrined in this act are possible to implement in the field of school education. The Survey method has been used in the present study. The sample consists of 50 Teachers, 200 Parents and 200 Students selected randomly from 10 private schools situated in Amritsar city. The investigator had self developed three Questionnaires to analyse the implementation of provisions of RTE act as perceived by Teachers, Parents and Students. The investigator analyzed the data item wise by using simple percentage analysis. The overall results indicate that the RTE Act, (2009) provisions are not implemented fully in private schools. It is reflected through the present study that the view point of teachers is different from the view point of parents and students. According to teachers, RTE Act is being implemented in schools but parents and students do not think so. According to them there is a gap between the provisions written and their practical implementation. The gap between the written provisions and their practical implementation was considered through interviewing the Parents and Students.

keywords: Teachers, Parents, Students, Right to Education, RTE Act (2009), School Education, Private Schools.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

Although education is a critical input for human capital formation, there is increasing evidence that elementary education contributes more towards growth especially in developing countries (Rosenzweig, 1995; Psacharopoulos, 1994; Petrakis and Stamatakis, 2002). Literacy and level of education are basic indicators of the level of development achieved by a society.

Spread of literacy is generally associated with important traits of modern civilization such as modernization, urbanization, industrialization, communication and commerce. Higher levels of education and literacy lead to a greater awareness and also contributes in improvement of economic and social conditions. It acts as a catalyst for social upliftment enhancing the returns on investment made in almost every aspect of development effort, be it population control, health, hygiene, environmental degradation control, employment of weaker sections of the society.

India is the largest democratic country with the population of about 1.21 billion (*Census Report of India, 2011*). But one of the major problem this country is facing till now is the problem of Illiteracy. According to the *United Nations Development Programme – UNDP (2014)* 42.1% of the population of India is suffering from the problem of inequality of education in India. For this reason the position of India is far behind (*India's HDI Rank – 138*) then the other countries of the world Japan, USA, China. According to the Census 2011, about 25.96% of the population is still illiterate which means even after 73 years of independence India is not able to provide minimum level of education to all its citizens. In this background, The Right To Education Act, 2009 taken by The Indian Government is a historical and significant initiative which has already begun to give pace to the Indian Education System since April 1, 2010.

However, over the past few decades, enrolment in public schools been decreasing globally for various reasons including poor infrastructure, low quality of teachers and high teacher absenteeism. According to the UNESCO Institute for Statistics, the share of students in primary school who went to private school was around 8 percent in 1980. This grew to 10 percent in 2000 and by 2015 it was as high as 17 percent. Interestingly, the switch from public schools to private schools is more pronounced in developing countries. Around 14 percent of children in primary schools in low income countries attended private schools in 2018 compared to 12 in high income countries (*World Development Report, 2018*)

This segregation caused by the exodus of children of better-off parents to private schools has led to grave social challenges. Several studies show that such segregation during early ages has detrimental impact on society in terms of racial tolerance and the rising socio-economic disparity (Nechyba, 2006; Reber, 2011). in a study by Dongre et al., 2018 in Ahmadabad the authors matched schools choices of those who were eligible to benefit from

section 12(1)(c) with that of their siblings. They find that in a sample of 1600 households children who were allotted schools through the mandate were more likely to have received admission in schools that are private, English medium and which are beyond 15 min of walking distance from the applicant's house.

Although, there is a gap between the provisions written and practical implementation of RTE act (2009) in our data. On the whole we find that the RTE Act, (2009) provisions are not implemented fully in private schools. It is reflected through the present study that the view point of teachers is different from the view point of parents and students. According to teachers, RTE Act is being implemented in schools but parents and students do not think so.

Historical Background

The Right to Education legislation has a long and profound history, having been subjected to numerous debates and discussions. Several laws were made for compulsory education at the time of British rule but not much progress was seen. After Independence, it was stated in Article 45 of the newly framed constitution that "The state shall endeavor to provide within a period of 10 years from the commencement of the constitution, free and compulsory education to all the children until they complete the age of 14 years." Still not much progress was seen. For several decades the focus of the Central Government Policy was on Higher Education. School Education, more specifically village – school education was not given much importance during the momentous nation – building period of 1950s and the following decades.

In 1964, **National Education Commission**, popularly known as **Kothari Commission** was set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India. It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants Commission. The terms of reference of the commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized national pattern of education in India. However, the medical and legal studies were excluded from the preview of the commission. The tenancy of the commission was from 1964 to 1966 and the report was submitted by the commission on 29 June 1966.

In 1968, **National Policy on Education** was framed which stated that the Right to education should be made a Fundamental Right in Indian Constitution. Based on this recommendation, National Policy on Education, 1992 was formulated and started the process of adopting legislation to make education a fundamental right of child. In 1993, Supreme Court of India recognized that the Right to Education was a fundamental right as it was inherent part of the Right to Life.

The Central Government initiated the **Sarva Shiksha Abhiyan (SSA)** in 2000, the most prominent centrally sponsored scheme aimed towards enrolment of all children in school, bringing out of school children in school, retention of children at upper primary level and enhancement in learning achievement of students.

In 2002, the 86th amendment to the Constitution introduced Article 21-A making the right to education a fundamental right. For the first time in independent India's history a fundamental right had been added to the Constitution. In October 2003, the first draft was prepared and posted on the website, inviting suggestions and comments from the public. In 2005, the Central Advisory Board of Education (CABE) drafted the Right to Education Bill and submitted it to the MHRD which forwarded it to National Advisory Committee (NAC) who sent the bill to Prime Minister for observation. This bill was rejected by the Finance Committee and Planning Commission. It was again revised and presented. The bill was approved by the cabinet on 2nd July 2009. Rajya Sabha passed the bill on 20th July 2009 and the Lok Sabha on 4th August 2009. It received Presidential assent and was notified as law on 26th August 2009 as The Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010, the first time in the history of India a law was brought into force by a speech by the then Prime Minister Manmohan Singh. In his speech, Dr. Singh stated, "We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India." It has now come into force in Jammu and Kashmir after its reorganization into a Union Territory of India in 2019.

The RTE Act (2009)

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the

importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010. It is the joint responsibility of The Center and The State to provide free and compulsory education to children of age group of 6 to 14 years at their neighbourhood school. It requires all private schools to reserve 25% of seats to children.

This act serves as a building block to ensure that every child has his/her right to get a good quality elementary education. The RTE Act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the US and other countries."

Education in the Indian constitution is a concurrent issue and both centre and states can legislate on the issue. The Act lays down specific responsibilities for the centre, state and local bodies for its implementation. The states have been claiming that they lack financial capacity to deliver education of appropriate standard in all the schools needed for universal education. Thus it was clear that the central government will be required to subsidise the states.

Salient Features of RTE

In 2009, the Government of India has made the RTE Act a fundamental right of every child of age group of 6 to 14 years by mentioning some basic provisions. Few of those provisions are listed below:

1. It is included in the fundamental rights of Indian Constitution in Article 21A.
2. The provisions of the act came into force from 1st April, 2010.
3. The name of the Act is "The Right of Children to Free and Compulsory Education Act, 2009".
4. It shall extend to the whole of India except the state of Jammu & Kashmir. But it came into force in the state after its reorganization into Union Territory of India in 2019.
5. It is an Act to provide free and compulsory education to all the children of age group of 6 to 14 years i.e from class 1st till 8th.
6. Both the Central and the State Government will share the financial and other responsibilities.

7. The local authority – Municipal Corporation, Municipal Council, ZilaParishad or Nagar Panchayat maintains records of children upto the age of 14 years residing within its jurisdiction.
8. It is the responsibility of the local authority to ensure admission, attendance and completion of elementary education of every child.
9. The local authority shall also ensure admission of children of migrant families.
10. It shall be the duty of every parents/guardians to admit their child/ward to an elementary education in the neighbourhood school.
11. The private school management have to take atleast 25% of the class strength which belongs to the Economically Weaker Section (EWS) of the society at the time of admission in class 1st and ensures their completion of elementary education.
12. No capitation fee and screening procedure for admission in elementary classes.
13. No child shall be denied admission if he or she is entitled to take admission to the provision of the Act.
14. No child admitted in the school shall be held back in any class or expelled from school till the completion of elementary education.
15. No child shall be subjected physical punishment or mental harassment.
16. A teacher shall maintain regularity and punctuality in attending the school and complete curriculum within the specified time.
17. The pupil – teacher ratio from class 1st to 5th shall be 30:1 and from class 6th to 8th shall be 35:1.
18. Teacher vacancy in school shall not exceed 10%.
19. No teacher shall engage himself/herself in private tuition or private teaching activity.
20. No child shall be required to pass any board examination till completion of elementary education.
21. Minimum number of working days/instructional hours in an academic year shall be 200 working days/800 instructional hours for class 1st to 5th and 200 working days/1000 instructional hours for class 6th to 8th.
22. Minimum number of working hours per week for teachers shall be 45 (including preparation hours).

23. There shall be a library in each school providing newspaper, magazines and books on all subjects including story books.
24. Play material, games and sports equipments shall be provided to each class as per their requirement.
25. No teacher shall be deployed for any non – educational purpose either than the decennial population census duties relating to disaster relief and general election in different purpose.
26. National Level shall be conducted like Teacher Eligibility Test (TET) for making eligible teachers to teach in elementary classes and maintain quality in elementary education.

Implementation of RTE in Private Schools

Section 12 of the Right of Children to Free and Compulsory Education Act (2009), has made it compulsory for every private, unaided schools to admit atleast 25% of its entry level class from children belonging to weaker and disadvantaged groups. For this category of students the State Government shall reimburse schools an amount equal to either the fees charged by the school or the per child expenditure in state schools, whichever is lower.

Trembling between schools and authorities, parents whose children got admission in private schools under RTE Act are upset and feeling directionless since the schools started demanding fees saying that the Government has not reimbursed them. Schools are helpless too, after the State Government decided “not – to – pay” schools for those children who are admitted under RTE Act. Reason being given that schools have not followed the norms and conditions for admission under RTE Act.

Objectives of the Study

The objectives for conducting the present study are as under:

1. To know the status of the adoption of RTE Act (2009) in Amritsar City.
2. To check the awareness levels among teachers, parents and children.
3. To identify the problems faced in implementing RTE Act (2009) in private schools of Amritsar City.
4. To study the attitude of teachers towards RTE Act (2009), and its practical implementation in school education.
5. To study the attitude of students towards the RTE Act (2009), and its practical implementation in school education.

6. To study the attitude of parents towards the RTE Act (2009), and its practical implementation in school education.
7. To find remedial measures to benefit the children more from the provision.

Literature Review

Mehta's (2005) survey of Punjab revealed the following trends: unrecognised schools, when compared to recognised 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 favourable student-teacher ratios.

Kingdon (2007) in his study stated that there has been a growing demand for unrecognized schools form the majority of private primary schools in North India and Punjab which have gone hand in hand with increasing literacy in these areas.

Jagdeep Singh (2012) conducted a study on, "Right To Education: An Assessment" which stated that the Right to Education Act (RTE Act) came into force in the entire country from April 1, 2010. It is now legally enforceable for every child between the age of six and fourteen years to demand free and elementary education. The RTE Act is the first legislation in the world that its the responsibility of ensuring enrollment, attendance and completion on the government. The Act Adoption of RTE in Private Schools of Rural Punjab makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children from poor families (to be reimbursed by the state as part of the public-private partnership plan).

Paur (2012) has analyzed that education is powerful tool that give shape to individual as well as nation. According to him the Act is framed properly but not implemented with true spirit. Numerous issues & challenges which need to explore & discuss for the successful implementation of right to education Act.

Pandey (2013) has conducted a study on "*An exploratory study on the apprehensions and implementations of Right to Education Act, 2009*". The findings of the study reveal that poor implementation, slackness on the part of several governments and their departments, as well as discontent of few fractions of our society are hampering proper progress on the implementation of the RTE Act, 2009.

Thote, Mathew & Rathoure (2013), has stated that the present legal system is attempt to find out awareness of right to education Act 2009 throughout the India. He has focused on

primary school teachers of Monera district have important on right to education. According to his survey right to education Act awareness must still be more promoted.

Imranullah (2013) in his study on the Right of Children to Free and Compulsory Education (RTE) Act 2009 stipulates that private schools reserve 25 per cent of seats at the entry level for children belonging to 'disadvantaged groups' and 'weaker sections'. This article talks about whether this Act is working out in practice and whether it is benefiting the intended group of people. It also looks at the awareness level among people and their representation. The pros and cons of the RTE act were discussed using the interview technique.

Deshmukh (2014) in her article "Attitude of resource teachers under SSA-IE towards inclusive education" stated that the right to education Act 2009 indicates free and compulsory education to all children of age 6-14 years old. The Right to education is a fundamental right as well as a basic human right. The goal of right to education Act 2009 is to universalization of elementary education (UEE) its three important things i.e. access, enrolment and retention of all children in 6-14 years old.

Abbas(2014) focused on the role of private schools under the RTE Act. It examines the validity of the provisions imposing an obligation on the private schools and the interpretation of the courts on the said aspect and the dichotomy between the state responsibility and private autonomy. Conclusion is drawn signifying that for effective implementation of the reservation in private schools there is a need to ensure a fair selection process, a leak proof payment mechanism and a transparent monitoring and evaluation system.

Kalyani (2014) stated that the passing of the RTE Act in 2009 marks a historic moment for the children of India. This act serves as a building block to ensure that every child has his or her right to get a quality elementary education and they can fulfill this obligation with the help of the state, families and community. This paper focuses on the implementation of the RTE Act and the challenges ahead in its effective implementation. All children between the age of 6 to 14 shall have the right to free and compulsory education in a neighborhood school. No direct or indirect fees to be borne by the parents.

Reddy (2014) throws light on the problems while implementation of the RTE Act and suggests ways to overcome them through School management Committees, monitoring systems, quality education and SarvaShikshaAbhiyan. He addresses issues related to the

infrastructure facilities, budget allocation, 25% reservation of seats in private schools and quality education.

Prasad (2014) in his study found that in the recent years, higher education became free and compulsory. Many state governments introduced RTE scheme called fee reimbursement. This paper explores the RTE issues, challenges, particularly in higher education and also presents feasible implications for fee reimbursement. It provides possible recommendations, further scope of investigation and for urgent intervention by the government to strengthen and pursue the secure operational steps for value based education.

Choudhari (2015) stated that the state school education ministry has decided to start the process of online admissions for the 25% quota under Right To Education (RTE) act in Nagpur division from February 9. In the first phase, schools coming under RTE will register online and enter the number of available seats. In the second phase, likely to start by February 23, parents can start filling applications online. Actual admission process will start in March.

Jagtap (2015) stated that education play very significant role for maintaining peace & harmony between the people of the world. Right to education is a basic human right. The united nation convention on the rights of the child (UNCRC) is widely rectified human right treaty, where 194 parties promised to protection of RTE of every child. (UDHR) Article 26 provides right to education as a fundamental right.

Kumar (2019) in his study identified the challenges towards implementation of RTE 2009 and states that most of the stakeholders are not familiar with the provisions and different sections of RTE Act. Finance is another bigger issue along with scarcity of trained manpower (teachers, guardians, members of school management committee, etc.) responsible for the implementation of the Right to Education Act 2009. Lack of infrastructure and resources, lack of knowledge of admission & transfer related provisions among head-masters & senior teachers, quality teaching, employment of quality evaluation mechanism, lack of coordination between different ministries & stake-holders, inaction from the part of enforcing body, ignorance of parents, demotivation of students (specially of the students of marginalised group), etc. are the challenges in the way of the proper implementation of RTE.

Hoque, Mahanta & Sarkar (2022) examined that the impact was significant across all districts on average, but was notably higher for those at lower levels of development. results highlight the importance of removing barriers to schooling mainly in the form of costs that

enable children in poorer areas to continue schooling. Provisions of infrastructural facilities such as toilets are also found to play a significant role in reducing dropouts. Further, findings indicate the need for developing amenities for disabled children. Higher literacy rates are significantly associated with lower dropout rates indicating the urgent need for targeted government policies that can uplift generations out of a perpetuating education trap.

Statement of the Problem

“Critical Study of the Implementation of the Rte Act (2009) Provisions in Private Schools of Amritsar city”

Delimitation of the Problem

The study is delimited to Students of Private CBSE Schools of Amritsar City from classes 1st to 8th.

Population

The target population of the study is the Teachers, Parents and Students of CBSE Private Schools of Amritsar District. There are around 44 CBSE schools in Amritsar city.

Sample

The area for the investigation of the present study is private CBSE schools of Amritsar city. In Amritsar city, there are around 44 CBSE schools from which the investigator chose 10 schools by the method of simple random sampling. Further, the different stakeholders from which the data was collected were also selected through random sampling method. The description of the selection of the 3 stakeholders namely, teachers, parents and students from the 10 selected private CBSE schools is as follows:

STAKE HOLDER	NUMBER OF SCHOOL	NUMBER OF STAKEHOLDERS (PER SCHOOL)	TOTAL
Teachers	10	5	50
Parents	10	20	200
Students	10	20	200
TOTAL	30		450

Procedure of the Study

In this pandemic time, firstly the investigator tried to personally visit the schools to collect the data from different stakeholders. With the prior permission from the Principal of the respective schools, the investigator distributed the questionnaire to the respective stakeholders and explained them the rules regarding filling of the form. But it was not possible for the

investigator to collect the sample of 450 through offline mode only due pandemic situation. Therefore, the investigator also prepared Google forms and sent it to the e - mail id's of the respected stakeholders whom she got from the school. Out of the sample of 450, 230 samples were collected through Google forms.

Statistical Technique

After completing data collection, the investigator verified all the filled questionnaires. All the data were entered into the Excel sheet for further analysis. Analysis of the data in the present study was done in both quantitatively and qualitatively. The researcher analysed the quantitative data by scoring in Excel. During qualitative data analysis, first collected data were arranged in different criteria wise and then the percentage of different qualitative items was calculated. To analysis, the data in a meaningful way statistical technique like percentage analysis, graphs like bar diagram are used.

Data Analysis and Interpretation

The researcher categorized the interview responses of the stakeholders into two options i.e. Yes and No to make the analysis easy. The data analysis and interpretation is divided into three sections, each section discusses one stakeholder.

The data analysis is divided into 3 sections:

Section-1: Survey and Interview Responses and Interpretation for Teachers

Section-2: Survey and Interview Responses and Interpretation for Parents

Section-3: Survey and Interview Responses and Interpretation for Students

Fig 1: Survey and Interview responses and Interpretation for Teachers

The following picture shows the responses of teachers in the form of bar graph.

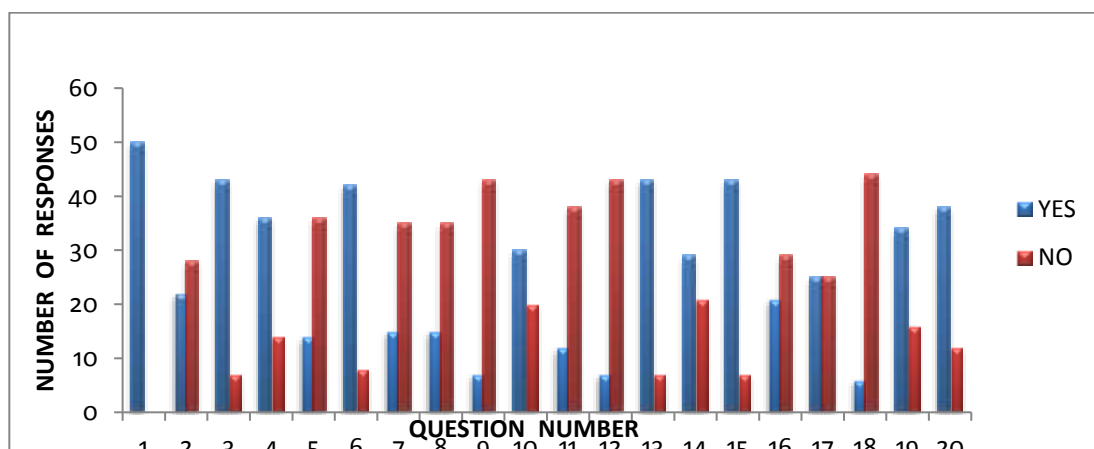


Fig 1: Bar Graph of the Categorized Responses Given By the Teachers

Findings

Following are the findings of this study regarding teachers:

- Findings from the above data analysis revealed that majority (100%) of the teachers are aware about the RTE Act (2009) provisions.
- As per the study 88% teachers agreed that their working days (200 working days) are not more than the one prescribed in the RTE Act (2009). Therefore, it is not possible for them to take extra classes / remedial classes after school /before school hours to bring these children up to the level of others in class. A teacher's job is not limited to teaching in a classroom. There are various other responsibilities to be fulfilled before leaving the school premises. So it will be difficult for teachers to conduct remedial classes after school hours. Teachers will not get an extra pay for putting extra effort. Without incentive it is difficult to go out of the way.
- The above study also depicts that in majority (70%) of the schools mid - day meal was not provided.
- 70% of the teachers agreed that giving certificates, without passing the examinations to complete the elementary education will help in partly achieving 100% literacy but cannot be the only mean. The act will not help in achieving 100% literacy as private schools are not there in every nook and corner of the country. It will definitely help in increasing literacy but not fully.
- According to the RTE Act, students should be admitted directly without having any capitation fee and our study also revealed that majority (86%) of the teachers have admitted the students directly while, 14% have rejected the admission of the students. This shows that the RTE Act provision of education for all is being fulfilled to a great extent.
- They believed that India cannot afford the infrastructure required to implement the RTE in its true spirit. The budget allocated for education is very less when compared to various developing countries. For a country as big as India, the budget has to be higher. The population seeking primary education is very high and the country's budget and various policies does not allow it to afford the required infrastructure to implement the RTE in its true spirit

Fig 2: Survey and Interview responses and Interpretation for Parents

The following picture shows the responses of parents in the form of bar graph

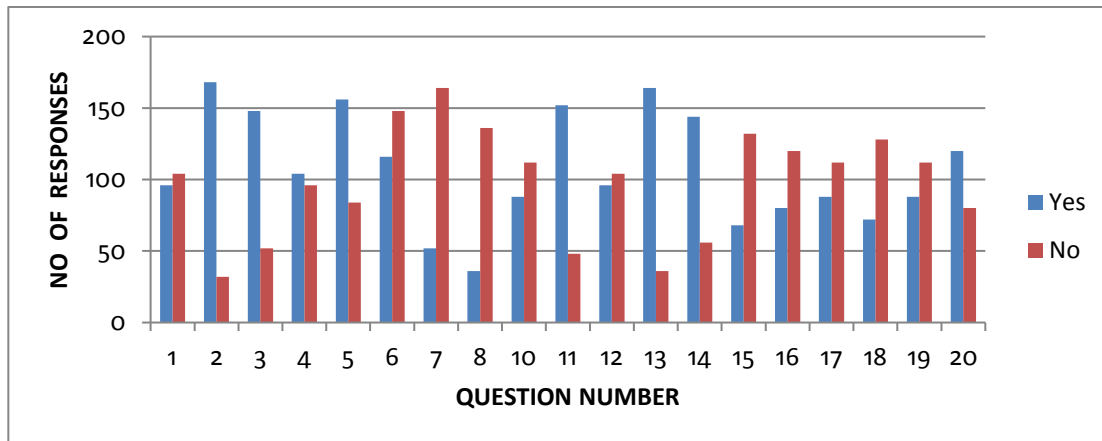


Fig 2: Bar Graph of the Categorized Responses Given By the Parents

Findings

Following are the findings of this study regarding parents:

- The study revealed that 78% of the parents said that they were aware of RTE policy's reservation in private schools. They got to know about the policy from newspapers, news channels and well wishers.
- 40% of the parents think that RTE children are not able to understand what is being taught in class and they are not able to manage with ease. Language is a barrier again in this case. The medium of instruction is English in private CBSE schools and children who do not know the language properly find it difficult to comprehend what is being taught in class. As a result the child's academic performance takes a toll. Unless they get external help, they cannot perform with ease.
- 34% of the parents think that the school and teachers are not treating their child equally as others. There is a small amount of difference observed in the way they talk to their children and the way they treat them.
- 44% of the parents think that their child is developing a kind of complex because he/she is not able to come up to the non RTE children's level. The non RTE children come

from better economic backgrounds. They carry fancy items or better lunch, this sometimes affects the RTE children.

- 44% of the parents said that their child is not able to do homework without any help. The children cannot understand everything taught in class and sometimes do not know what to do for homework. They need extra help to do the homework.
- 56% of the parents said that they are not sure whether they have observed any depression or sadness in their child. Depression is a difficult thing to spot or identify. Only when the children are ready to express can depression be understood. Children are happy one day and sad another. It becomes difficult to judge them by mere observations.

Fig 3: Survey and Interview responses and Interpretation for Students

The following picture shows the responses of parents in the form of bar graph

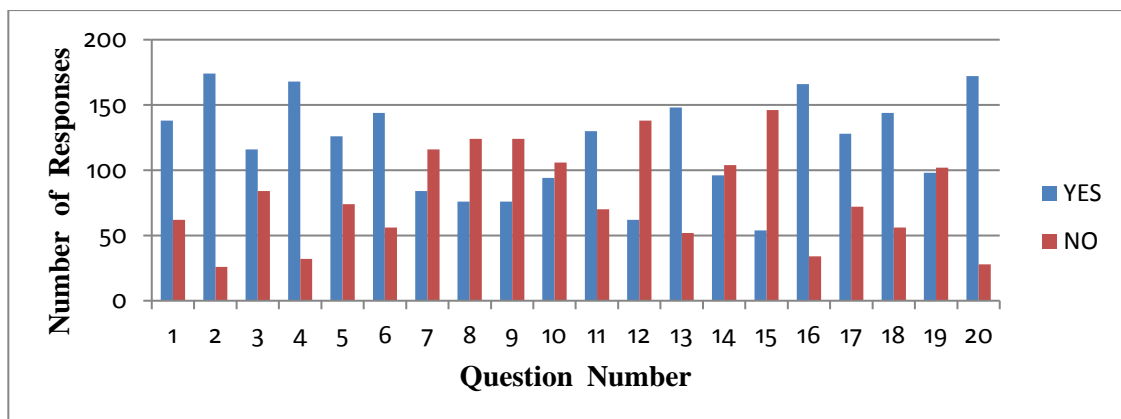


Fig 3: Bar Graph of the Categorized Responses Given By the Students

Findings

Following are the findings of this study regarding Students:

- This study revealed that most of the students (72%) said that the teachers are friendly and treat them well. The teachers do not discriminate in class. They are encouraging and understanding.
- 86% of the students do not feel the overall environment of the school comfortable and friendly. According to them their classmates do not treat them well. They leave them out or do not involve them in games or activities during breaks or free periods. Sometimes they get bullied and other students make fun of them. The low status of the children is picked upon by the other regular children.

- 49% of the children said that they do feel sad sometimes in school. They feel left out sometimes or feel that they do not fit in. Some of them do not enjoy coming to school. Various such reasons contribute to their sadness.
- 36% of the children said that it is not easy to talk to the teachers. Language plays a barrier in this case. These factors make it difficult for the children to talk to the teachers easily. Our study also revealed that they are not able to do homework at home without any help. Everything taught in class is not understood by the students. The medium of instruction itself is out of the comfort zone as the medium of instruction followed in CBSE private schools is English. So they need extra help in understanding the content and completing the homework.
- 14% of the children said that the overall environment is not comfortable and encouraging for them. Students and some teachers are discriminative and make it hard to be normal in class. They find it difficult to cope with academics and understand the language used to instruct.

Educational Implications

The following educational implications are drawn from the review of literature and findings of the study:

1. Reduce burden on private schools from 25% to 15%. This way management will not incur too much expenditure. This will in turn reduce the burden on the parents which is in the form of increased tuition fee.
2. There should be a centralized system of allotting children who fall under the RTE's 25% reservation policy in private schools. This will ensure equal opportunity and the corruption involved will be curbed.
3. From the study it has been understood that the subjects think the seat allotment is justified. Remove reservations for various groups in the 25% reservation. This reservation aims at providing education to the underprivileged and disadvantaged children so having reservations in a reservation is not fair.
4. The government should conduct training workshops to sensitize the school staff to the RTE children, understand their needs and help them cope with regular school system.

5. The government could provide funds to private schools who would like to take some extra classes after school hours for the RTE children to help them come to the level of the regular children in the class.
6. Schools can devise some programs where they can help the RTE children come to the level of the other children in the class.

Conclusion

- It was concluded that the RTE Act (2009) provisions are not implemented fully, especially in private schools of Amritsar city. A huge lag is present between the picture shown and the actual picture.
- Moreover, the parents and students are not fully aware about their rights according to RTE Act. Teachers are 100% aware about the act.
- A large proportion of children in low income areas in Amritsar attend private unaided schools. Nearly 65 per cent of children are attending private unaided school. These schools offer their own philanthropy for the poorest, providing free and concessionary seats. Private schools provide many facilities for their students including mid day meals, drinking water, toilets, desks and chairs. In fact it was found that private unrecognised schools 'are operating practically in every locality of the urban centres as well as in rural areas'. Indeed it was found that the choice for parents was no longer whether to send their children to school but to 'which type of school' they should be sent.
- It was estimated that almost 50 per cent of children attending primary schools were enrolled in the private sector many of whom were from low-income families. These private schools have been shown to be effective and efficient at delivering student outcomes. Teachers are likely to be in attendance and carrying out teaching activity in private unaided schools. They are a great resource for Punjab's education system and contribute significantly to Education for All.
- With the introduction of the RTE comes an exciting opportunity to improve private school quality from within. Punjab government is not serious about ensuring 25 per cent reservation at the entry level in all private schools from last year. "Though the Act came into force in April 2010, government did not act against schools which failed to reserve seats in the previous years because there were many issues that required clarification.

References

- Abhishek, C. (2015, February 6). Online admissions under RTE to start from, February 9. *The Times of India*. <https://timesofindia.indiatimes.com/city/nagpur/online-admissions-under-rte-to-start-from-feb-9/articleshow/46138032.cms>
- Aggarwal, D. D. (2002). *History and development of elementary education in India, 1*. Sarup & Sons.
- Aradhya, N., & Kashyap, A. (2006). *The "Fundamentals" of the Fundamental Right to Education in India*. Books for change.
- ASER Centre. (2005–12). *Annual status of education report (ASER) –2010 (rural)*. ASER Centre-Pratham Mumbai Education Initiatives.
- Babu, J. R. (2009). *Universalization of elementary education: A study of district primary Education Programme from South India*. Cambridge Scholars Census of India report. (2011). Registrar general census commission of India <https://censusindia.gov.in/census.website/>
- Census of India. (n.d.). Retrieved from Government of India. Ministry of Home Affairs. http://censusindia.gov.in/Census_And_You/literacy_and_level_of_education.aspx
- Chandrashankar, S., & Mukhopadhyay, A. (2006). Primary education as a fundamental right: Cost implications. *SSRN Electronic Journal*, 41(35), 3797–3804. <https://doi.org/10.2139/ssrn.945320>
- Chattopadhyay, A., & Durdhawale, V. (2009). *Primary Schooling in a Tribal district of Maharashtra: Some Policy Relevance, Full Length Research Paper*. *Journal of Education Administration and Policy Studies*, 1(5), 070–078.
- Chauhan, C. P. S. (2004). *Modern Indian education: Policies, progress and problems*. Kanishka publishers and distributors, New Delhi.
- Chupina, K. (1999). *Education in a time of crisis*. International Consultative Forum on Education for All. (1999). *Education – A right or a privilege? Student journalists report on the right to education worldwide* (6–7).
- Das, A. (2010). *Right to education*. Axis Publications.
- Dongre, A., Sarin, A., & Singhal, K. (n.d.). *Can a mandate for inclusion change school choices for disadvantaged parents? – Evidence from Urban India*.
- Matthey-Prakash, F. (2019). *The right to education in India: The Importance of Enforceability of a Fundamental Right*. Oxford University Press. <https://oxford.universitypressscholarship.com/view/10.1093/oso/9780199494286.001.0001/oso-9780199494286>
- Government of India. (2009). *Right of children for Free and compulsory education act, 2009*.
- Govind, R. (2002). *India education report*. Oxford University Press.
- Hoque, N., Mahanta, R., & Sarkar, D. (2022). Does free education reduce early school dropouts? Evidence from a legislative reform in India. *Economic Analysis and Policy*, 74(2022), 657–665. <https://doi.org/10.1016/j.eap.2022.03.022>
- Imranullah, M. (2013, May 21). *Advantages and disadvantages of RTE Act*. *The Hindu*. <https://www.thehindu.com/news/cities/Madurai/article60514453.ece>
- Jain, M. (2011). *Understanding CCE in the context of RTE-2009*. *Primary Teacher*. ERT, XXXVI (3&4), (76–86).

- Joshi, R. (2020). *Can social integration in schools be mandated: Evidence from the Right to Education Act in India. International Journal of Educational Development*, 77(2020), 1-11. <https://doi.org/10.1016/j.ijedudev.2020.102228>
- Kalyan R. S. (2019). *Right to education – A burning issue. Paripex – Indian Journal of Research*, 8(3). https://www.worldwidejournals.com/paripex/article/right-to-education-rte-a-burning-issue/MTEwOTk=
- Kukreti, A. (2013). *Sensibilities of the stakeholders in RTE. Primary Teacher, N.C.E.R.T. ISSN 0970-9282, XXXVIII (3&4) (5–8)*.
- Kumar, D., & Sharma, S. (2011). *A study of parents and teachers awareness towards right to education act, 2009. Journal of Educational Research (EDUSEARCH)*, 2 (63 – 66).
- Kumar, N. (2013). *Socio-economic aspect of Right to Education Act. Primary Teacher. ERT, XXXVIII (1&2), (16–27)*.
- Nechyba, T. J. (2006). *Income and Peer Quality Sorting in Public and Private Schools. Handbook of the Economics of Education*, 2(2006), 1327- 1368. [https://doi.org/10.1016/S1574-0692\(06\)02022-8](https://doi.org/10.1016/S1574-0692(06)02022-8)
- Psacharopoulos, G., 1994. *Returns to investment on education: A global update. World Dev.* 22 (9), 1325–1343. [http://dx.doi.org/10.1016/0305-750X\(94\)90007-8](http://dx.doi.org/10.1016/0305-750X(94)90007-8)
- Rosenzweig, M., 1995. *Why are there returns to schooling? Amer. Econ. Rev.* 85 (2), 153–158, <https://www.jstor.org/stable/211791>
- Sarah J, R. (2011). *From separate and unequal to integrated and equal? School desegregation and school finance in Louisiana. Review of Economics and Statistics*, 93(2), 404-415. https://doi.org/10.1162/REST_a_00090
- World Development Report 2018, *Learning to release Education’s promise. World Development report*, Washington.