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Evaluating the Awareness and Implementation of Right of Children to Free and Compulsory Education, 2009 amongst Primary School Teachers for Quality Education in India

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ABSTRACT

Education enables individuals to get to knowledge and skills specifying the scope of right that they hold, and government's commitments. It bolsters individuals to build up the relational abilities to claim these rights, the certainty to talk in a forum, and the capacity to consult with and the government authorities and political powers, on behalf of those who are deprived of such right. The Indian Constitution has perceived the significance of education for social change and is focused on social equity. Education is therefore a key for a better economic future for the country through dissemination of more knowledge through the new act, which will be implemented with sincerity, to secure the right guarantees under Article 21 A of the Indian constitution. It is a Survey Study in which the required data was collected using the Questionnaire developed by the investigator. The research design used in this study was both 'descriptive' and 'exploratory'. The data was analysed using mixed methods, i.e., qualitative and quantitative. In the present study, 155 teachers of government and private schools of Ujjain District constituted of the sample. The study's findings reveal that most of the teachers are aware (85.5%) and have implemented (66.23) the various provisions of the RTE Act 2009 and reported improvement in school admission rates though there was no such improvement in the dropout rate.

Keywords: Education, Right of Children to Free and Compulsory Education Act, 2009, Implementation of RTE Act

I. INTRODUCTION

Education is regarded as one of the most dynamic and vital processes, beginning at birth and continuing throughout life. It serves as a fundamental driver of individual growth and national economic development, representing an ongoing pursuit of knowledge and enlightenment. For

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self-sustenance, every individual requires education, which equips them to earn a livelihood and acts as lifelong security when imparted with the right knowledge and values (Agrawal, J.C., 1983). The importance of education has been emphasized by scholars and reinforced through judicial interpretations. The Supreme Court of India underscored its significance, stating that education is a defining feature of humanity, a secure treasure immune to loss, a source of material prosperity and dignity, a teacher of teachers, and akin to divinity itself. It affirmed that without education, a person is reduced to the level of an animal, devoid of knowledge, skills, and respect.

A. RTE under the Indian Legal System

Through the 86th Constitutional Amendment, the Indian Parliament inserted Article 21(A), making education a fundamental right and mandating the state to provide free education to children aged 6 to 14 years. Six years later, the landmark Right to Education (RTE) Bill was introduced in 2008 and subsequently passed on 4 August 2009, outlining the framework for free and compulsory education under Article 21(A). With its enforcement on 1 April 2010, India became one of 135 nations to recognize education as a basic right for every child, excluding Jammu and Kashmir at that time. This marked the first instance in Indian history where a law came into effect through a Prime Minister's address. The Constitution acknowledges education as a vital instrument for social transformation and equity, as reflected in the Preamble's commitment to liberty, equality, and dignity. The RTE Act thus aims to secure these constitutional guarantees and foster national progress by expanding access to quality education.

B. The RTE Act, provide for the following provisions:

- Every child in India will have the right to free and compulsory education, this right will give the status of fundamental right, which forms part of the basic structure doctrine, which means the state is under the obligations to provide every children with primary education and same cannot be violated by state in any case.
- The RTE act also provide for provisions, as per which all students which are not admitted ,shall in all cases be admitted in class which are appropriate as per their age (Bhatt, B.D. & Aggarwal, J.C. ,2010)
- It further specified, the various obligations of the both the state as well as a local government and authorities, to provide free and compulsory education to every child within that state or locality.
- Further rules related to Pupil Teacher Ratios have also been defined under the act.

- It also provide for a balance in recruitment of teachers in either urban or rural areas, so as to maintain a proper ratio.
- It also makes it important for government and school authorities , to look after the school and also to maintain proper working hours , so as to ensure that students are educated on a daily basis for ideal number of hours, important for them to retain their learning at school
- It also makes it important for all the schools to appoint only well-educated and trained teachers, who can contribute in provision better education services to the students.

Some steps that should be taken by the Government and local authorities and also by the parents for increasing awareness regarding education are-

- In RTE “compulsory education” creates an important responsibility for the government as well as for the local authority to ensure admission of every child of the age 6-14 years.
- It is the responsibility of the parents to maintain proper attendance of their child.
- Fulfilling elementary education of each and every child falling under the age of 6-14 years.
- The government should try to maintain proper training facilities of the teachers.
- It should ensure a good elementary education that should be according to the norms.
- It is the responsibility of the local authorities that the child belonging to the weaker section of the society and anyone who is disabled should not be discriminated from the other students.

The act also confers certain responsibilities on the school teacher, and these are mentioned below:

- All the teachers who are appointed at schools shall perform the norms prescribed under sub-section (1) of section 23.
- A teacher shall be always regular as well as punctual in performing his or her duty at school.
- The school shall always maintain discipline, and provide compulsory the elementary education.

- Further the school authorities should always take care of every child and proper supervisions should be practices by ensuring that all the students are getting proper education or not.

C. Review of Related Literature

Indian Express Ahmedabad, on 16.01.2012 reported a survey in schools and an interview with the chairperson of school board about RTE Act hitting student-teacher ratio after the introduction of Right to Education (RTE) Act. The student-teacher ratio disturbed the equilibrium in municipal corporation-run schools in Ahmedabad leading to a shortage of nearly 500 teachers. “Lessons in Learning: An analysis of Outcomes in India’s Implementation of the Right to Education Act”, (2013), Produced for Accountability India, stated that overall, learning outcomes have declined year over year since enactment of RTE. Both supervision and the material support are necessary to motivate teachers. However, Headmasters, appear unaffected by RTE accountability provisions. “Inclusion of Marginalized Children in Private Unaided Schools under The Right of Children to Free and Compulsory Education Act, 2009” (2014), an Exploratory Study conducted by Oxfam India, reported that Integration of children in the schools is largely positive given that children are very young and not aware of the differences. Parents faced difficulties in providing academic support, but were able to provide material support to their children in the form of clothes, food, supplies etc. Krishnarao and Mangesh (2015) in their Research paper titled “A Study of awareness of school teachers towards ‘Right to Education Act 2009’” have tried to explore the role and responsibilities of teachers in implementing RTE Act 2009 and study of awareness about RTE among school teachers. This study also analyzed that the awareness among teachers towards Right to Education Act is affected by their sex. The findings of present study show that male teachers are more aware than female teachers towards RTE and that there is strong need of teacher training program on right to education act.

D. Objectives

1. To evaluate the awareness level of primary school teachers in the schools of study area to implement RTE Act 2009.
2. To find out the status of implementation of various provisions of RTE Act 2009 in the schools of study area.
3. To find out the status of fulfilment of the objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009.

E. Methodology

As the present study intended to study the awareness and implementation of Right of Children to Free and Compulsory Education Act, 2009, in government and private schools of study area, the study is non – experimental in nature. It is a Survey Study in which the required data was collected using the Questionnaire developed by the investigator. The research design used in this study was both ‘descriptive’ and ‘exploratory’. The data was analysed using mixed methods, i.e., qualitative and quantitative.

F. Population of the Study:

A population is the total of all the individuals who have certain characteristics and are of interest to the investigator. In the present study, the Primary School Teachers, of government and private schools of Ujjain District constituted of the sample.

G. Sampling:

Random Sampling Technique was employed by the investigator for the selection of schools as well as the respondents – Teachers. The schools were chosen from the following six blocks of Ujjain District:

- Barnagar Block
- Ghattia Block
- Khachrod Block
- Mahidpur Block
- Tarana Block
- Ujjain Block

Fifteen schools from each block were chosen which adds up to ninety schools in total. In each school, the survey was conducted on one Headmaster.

- 15 Schools X 6 Blocks = 90 Schools
- Teachers = 90 X 2 = 180

Following is the final usable sample:

- Teachers = 155

Tool: Questionnaire for Teachers: The questionnaire consisted of total 35 items. It is further divided into three parts:

Part – A: Awareness about the main provisions of Right of Children to Free and Compulsory

Education, 2009 which consisted of 16 questions and the respondents had to answer Yes or No for each question.

Part – B: Implementation of the main provisions of Right of Children to Free and Compulsory Education, 2009 which consisted of 13 questions and the respondents had to answer Yes or No for each question.

Part – C: Fulfilment of the objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009 which consisted of 06 questions and the respondents had to answer Yes or No and provide brief details or suggestions regarding the same.

H. Statistical Analysis:

Statistical technique has been used as per the requirement to analyze the data and arrive at conclusion regarding hypotheses. After tabulating the responses of all the respondents, percentages for each answer have been found and displayed with the help of pie diagrams based on which analysis has been done.

I. Delimitations:

This study covers only a small sample of government and private schools from the schools of Ujjain District. Furthermore, respondents may not have filled all the questions without being biased or prejudiced.

II. DATA ANALYSIS & INTERPRETATION

After tabulating the responses of all the respondents, percentages for each answer has been found and displayed with the help of pie diagrams based on which analysis and interpretation has been done. The responses collected were converted into a tabular form and interpreted through a pie diagram analyses, through which the responses of each category of response will be shown in percentage form, for in order to understand and analyse the interpretations of the survey more extensively. Below is the tabulation, graphical representation, analysis and interpretation of all the responses collected during the survey:

Tabulation, Analysis and Interpretation of the Survey with the Teachers:

Part – A: Awareness about the main provisions of Right of Children to Free and Compulsory Education, 2009

1. Every child of six to fourteen years of age till the completion of primary education has the right to free and compulsory education.

S.No	Teacher	Sample Size =155	Percentage
1	Y	149	96%
2	N	06	04%

Table 1

2. Prohibition of holding back and expulsion of child.

S.No	Teacher	Sample Size =155	Percentage
1	Y	144	91%
2	N	11	09%

Table 2

3. No child can be denied admission due to the lack of proof of age.

S.No	Teacher	Sample Size =155	Percentage
1	Y	135	87%
2	N	20	13%

Table 3

4. Prohibition of deployment of teachers for non-educational purposes.

S.No	Teacher	Sample Size =155	Percentage
1	Y	146	94%
2	N	09	06%

Table 4

5. Prohibition of Capitation Fee and Screening Procedures.

S.No	Teacher	Sample Size =155	Percentage
1	Y	143	92%
2	N	12	08%

Table 5

6. Formulation of School Management Committee is mandatory.

S.No	Teacher	Sample Size =155	Percentage
1	Y	112	72%
2	N	43	28%

Table 6

7. Formulation of School Development Plan is mandatory.

S.No	Teacher	Sample Size =155	Percentage
1	Y	94	61%
2	N	61	39%

Table 7

8. Maintaining Pupil - Teacher ratio as specified is mandatory.

S.No	Teacher	Sample Size =155	Percentage
1	Y	130	84%
2	N	15	16%

Table 8

9. Prohibition of physical punishment and mental harassment.

S.No	Teacher	Sample Size =155	Percentage
1	Y	147	95%
2	N	08	05%

Table 9

10. Norms and Standards for schools.

S.No	Teacher	Sample Size =155	Percentage
1	Y	139	90%

2	N	16	10%
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Table 10

11. No school to be established without obtaining certificate of recognition.

S.No	Teacher	Sample Size =155	Percentage
1	Y	149	96%
2	N	61	04%

Table 11

12. Teacher's duties and grievance redressal mechanism.

S.No	Teacher	Sample Size =155	Percentage
1	Y	142	92%
2	N	13	08%

Table 12

13. Prohibition on private teaching / tuition by teachers.

S.No	Teacher	Sample Size =155	Percentage
1	Y	141	91%
2	N	14	09%

Table 13

14. Filling up of vacancies.

S.No	Teacher	Sample Size =155	Percentage
1	Y	111	72%
2	N	24	28%

Table 14

15. Teacher Appointment Eligibility and Terms of Service.

S.No	Teacher	Sample Size =155	Percentage
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1	Y	134	86%
2	N	21	14%

Table 15

16. Awareness about the roles and responsibilities of the National Commission for Protection of Child Rights (NCPCR).

S.No	Teacher	Sample Size =155	Percentage
1	Y	107	69%
2	N	48	31%

Table 16

Tabulation, Graphical Representation, Analysis and Interpretation of the Survey with the Teachers:

Part – A: Awareness about the main provisions of Right of Children to Free and Compulsory Education, 2009

Calculating the average of the Yes Responses regarding the awareness about the main provisions of Right of Children to Free and Compulsory Education, 2009.

Q.No	Teachers	Sample Size =155	Percentage
1	Y	149	96%
2	Y	144	91%
3	Y	135	87%
4	Y	146	94%
5	Y	143	92%
6	Y	112	72%
7	Y	94	61%
8	Y	130	84%
9	Y	147	95%
10	Y	139	90%
11	Y	149	96%
12	Y	142	92%

13	Y	141	91%
14	Y	111	72%
15	Y	134	86%
16	Y	107	69%

Table 17

The average percentage of Yes for all the 16 questions regarding awareness about the main provisions of Right of Children to Free and Compulsory Education, 2009 calculates to 85.5%

As can be deduced from the above percentage, it was found that 85.5% of the Teachers were aware about the main provisions Right of Children to Free and Compulsory Education, 2009 on which the survey was conducted.

Part – B: Implementation of the main provisions of Right of Children to Free and Compulsory Education, 2009

17. Have you participated in any orientation program regarding the main provisions of the RTE Act?

S.No	Teacher	Sample Size =155	Percentage
1	Y	50	32%
2	N	105	68%

Table 18

18. Are any special classes / training conducted for the non-enrolled and drop out students?

S.No	Teacher	Sample Size =155	Percentage
1	Y	92	59%
2	N	63	41%

Table 19

19. Are any special remedial / extra classes conducted for the educationally backward / weak students?

S.No	Teacher	Sample Size =155	Percentage
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1	Y	108	70%
2	N	47	30%

Table 20

20. Do you have special education material for educationally backward students?

S.No	Teacher	Sample Size =155	Percentage
1	Y	95	61%
2	N	60	39%

Table 21

21. Do you use different evaluation methods for assessment of learning objectives of students (Written / Oral exams / Activities / Classroom Observations / etc.)?

S.No	Teacher	Sample Size =155	Percentage
1	Y	122	79%
2	N	33	21%

Table 22

22. Do you regularly attend school?

S.No	Teacher	Sample Size =155	Percentage
1	Y	139	90%
2	N	16	10%

Table 23

23. Do you come to school punctually?

S.No	Teacher	Sample Size =155	Percentage
1	Y	131	85%
2	N	24	15%

Table 24

24. Whether appropriate number of working days as per the provisions of the act for an academic year (approximately 200 days) are followed?

S.No	Teacher	Sample Size =155	Percentage
1	Y	132	85%
2	N	23	15%

Table 25

25. Whether appropriate number of teaching hours as per the provisions of the act in one week (approximately 45 hours) are followed?

S.No	Teacher	Sample Size =155	Percentage
1	Y	125	81%
2	N	30	19%

Table 26

26. Have any steps been taken to ensure the regularity of the students?

S.No	Teacher	Sample Size =155	Percentage
1	Y	114	74%
2	N	41	26%

Table 27

27. Are you involved in private teaching / tuition?

S.No	Teacher	Sample Size =155	Percentage
1	Y	36	23%
2	N	119	77%

Table 28

28. Whether the School Management Committee has been formulated in the school?

S.No	Teacher	Sample Size =155	Percentage
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1	Y	104	67%
2	N	51	33%

Table 29

29. Whether any School Development Plan has been prepared by the School Management Committee in the school?

S.No	Teacher	Sample Size =155	Percentage
1	Y	85	55%
2	N	70	45%

Table 30

Tabulation, Analysis and Interpretation of the Survey with the Teachers:

Part – B: Implementation of the main provisions of Right of Children to Free and Compulsory Education, 2009

Calculating the average of the Yes Responses regarding the implementation of the main provisions of Right of Children to Free and Compulsory Education, 2009.

Q.No	Teachers	Sample Size =155	Percentage
17	Y	50	32%
18	Y	92	59%
19	Y	108	70%
20	Y	95	61%
21	Y	122	79%
22	Y	139	90%
23	Y	131	85%
24	Y	132	85%
25	Y	125	81%
26	Y	114	74%
27	Y	36	23%
28	Y	104	67%
29	Y	85	55%

Table 31

The average percentage of Yes for all the 13 questions regarding implementation of the main provisions of Right of Children to Free and Compulsory Education, 2009 calculates to 66.23%

As can be deduced from the above percentage, it was found that 66.23% of the Teachers reported the implementation of the main provisions Right of Children to Free and Compulsory Education, 2009 on which the survey was conducted.

Part – C: Fulfilment of the following objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009

30. Has the enrolment rate improved positively after the implementation of the Right of Children Free and Compulsory Education Act 2009? Explain in detail:

S.No	Teacher	Sample Size =155	Percentage
1	Y	150	97%
2	N	05	03%

Table 32

31. After the implementation of the Right of Children Free and Compulsory Education Act 2009, has there been a positive improvement in the dropout rate of the children? Explain in detail:

S.No	Teacher	Sample Size =155	Percentage
1	Y	04	03%
2	N	151	97%

Table 33

32. Has the basic infrastructure of the school improved after the implementation of Right of Children Free and Compulsory Education Act 2009? Explain in detail:

S.No	Teacher	Sample Size =155	Percentage
1	Y	07	05%
2	N	148	95%

Table 34

33. Has the education rate of economically weaker people improved after the implementation of the Right of Children Free and Compulsory Education Act 2009? Explain in detail:

S.No	Teacher	Sample Size =155	Percentage
1	Y	133	86%
2	N	22	14%

Table 35

34. Do you think there is positive improvement in the quality of education system, after the implementation of the Right of Children Free and Compulsory Education Act 2009? Give suggestions:

S.No	Teacher	Sample Size =155	Percentage
1	Y	08	05%
2	N	147	95%

Table 36

35. Is the role of the Right of Children Free and Compulsory Education Act 2009 significant in improving the rate of education in India? Give Suggestions:

S.No	Teacher	Sample Size =155	Percentage
1	Y	10	06%
2	N	145	94%

Table 37

Tabulation, Analysis and Interpretation of the Survey with the Teachers:

Part – C: Fulfilment of the main objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009

Calculating the average of the Yes Responses regarding the fulfillment of the main objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009.

Q.No	Teachers	Sample Size =155	Percentage
30	Y	150	97%
31	Y	04	03%
32	Y	07	05%
33	Y	133	86%
34	Y	08	05%
35	Y	10	06%

Table 38

The average percentage of Yes for all the 06 questions regarding awareness about the main provisions of Right of Children to Free and Compulsory Education, 2009 calculates to 33.66%

As can be deduced from the above percentage, it was found that 33.66% of the Teachers reported the fulfillment of the main objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009 on which the survey was conducted.

III. VERIFICATION OF THE OBJECTIVES OF THE STUDY

Objective 1: The first objective which was to “evaluate the awareness level of primary school teachers in the schools of study area to implement RTE Act 2009” has been fulfilled as is evident from the findings wherein most of the teachers are aware and have implemented the various provisions of the RTE Act 2009.

Objective 2: The second objective of this study was “to find out the status of implementation of various provisions of RTE Act 2009 in the schools of study area” has been partially fulfilled as is evident from the findings, wherein most of the provisions of the act are not being implemented effectively.

Objective 3: The third objective which was to “find out the status of fulfilment of the objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009” has not been fulfilled as is evident from the findings wherein majority of the teachers have reported the failure of fulfilment of objectives for qualitative improvement of education.

IV. FINDINGS FOR THE SURVEY CONDUCTED FOR TEACHERS

Part – A: Awareness about the main provisions of Right of Children to Free and Compulsory Education, 2009:

- Majority of the teachers were aware that all the students have the right to get educated at elementary level (96%) and that the students in all cases be stopped from being removed from the school (91%), since education is very important for securing their future.
- Almost all the teachers (87%) were aware that all the children should get admissions irrespective of the fact that whether they have a proper birth certificate or not. Majority of teachers (94%) were aware that they should be deployed only for being educational purposed and no other factor should be considered for the same.
- Most teachers (92%) were aware of the fact that students should pay fees for getting admission at school, nor are they required to go through any interview procedure. Most teachers were aware that there should be a proper school management committee (72%) as well as a proper preparation of School Development Plan (61%) to ensure proper development and growth of the school.
- Most teachers (84%) were aware that teacher to student ratio allows them to teach every student with more focus and concentration on the skill development of each student. Most teachers (95%) were aware that there should be no physical punishment and mental harassment at school.
- Most teachers (90%) were aware that proper standards at school allow them to teach every student with more clarity and discipline at the same time. Most teachers (96%) were aware that the schools shall in all cases obtain recognition certificate, since the same allows their school to operate on the basis of government set directives concerning student welfare.
- Most teachers (92%) were aware of the existence of a proper redressal mechanism, at school; some of them did say that the said mechanism was not properly established in their schools. While majority of the teachers (91%) were aware of the prohibition of private teaching to students, some of them did agree to the fact that they conducted personal teaching class for the students. However, majority of the teachers did agree that private teaching was prohibited considering the same can impact their performance at school and also impact the educational quality of students.
- Majority of the teachers were aware that vacancies at school were fulfilled (72%) as and when they came into existence and that proper Placement Eligibility and Terms of Service (86%) existed in the school for their recruitment.

- Majority of the teachers (69%) agreed that they were aware of the roles and responsibilities prescribed under the National Commission for Protection of Child Rights (NCPCR).

Part – B: Implementation of the main provisions of Right of Children to Free and Compulsory Education, 2009

- Most of the teachers (68%) agreed that they did not attend orientation program under the provisions of the Act. Most teachers (59%) agreed that there existed special training for the development of non-enrolled and abandoned students.
- Most teachers (70%) agreed that there existed there existed special classes for the educational development of educationally backward / weak students and vulnerable students. Most teachers (79%) agreed that there existed different evaluation procedures for writing evaluation of students' development (written / Use of oral exams / activities / activities / classroom observations / etc.) within the school.
- Most teachers (90%) said that they did attend school regularly; some said that due to personal reasons they could not attend school regularly. Also, majority of the teachers (85%) said that they did attend school on time and that most of them were punctual.
- Most of the teachers (85%) said that appropriate numbers of working days were followed as per provisions of the act, which means they used to teach for at least 200 days per academic year. Most of the teachers (81%) were of the view that working hours at class were followed as per provisions of the act, which means they used to teach for at least 45 hours every week.
- Whole most teachers (74%) agreed with the fact that various measures were being taken to improve the attendance of students at school, some on the other hand were of the opinion that no such measures were undertaken by them or the school for making students tend the school regularly.

Part – C: Fulfilment of the following objectives for qualitative improvement of education under the main provisions of Right of Children to Free and Compulsory Education, 2009

- Majority of the teachers (97%) believed that the enrolment rate has improved substantially and this was due to the better infrastructural facilities as well as more accessibility to schools, which could really make schooling of poor and backward class students easier and less costly. However some teachers believed that still a lot of people are not aware of the various facilities available to students at private schools too due to

the requirement of 25 percent reservations for such students who belong to the backward section of the society.

- Majority of the teachers (97%) said that no the rate of dropout have always been static or rather increased, and so the RTE Act did not have any impact on reducing the rate of dropouts at school and listed the following factors behind the no change in the rate of dropout after the act came into force:
 - High level of poverty
 - Child Labor
 - Backward thinking of the parents
 - Lack of proper transportation facility to reach the school
 - Corruption in school, wherein parents of poor children are asked to pay fees time to time for different activities.
- Majority of the teachers (95%) said that the basic infrastructure of education hasn't changed much, and this was mainly due to the fact that there is a basic apathy towards the development and growth of education system. Most teachers (86%) said that that the admission rate of students belonging to economically weaker section of the society has definitely increased and this was due to the following factors:
 - Availability of free education
 - Building of more schools
 - Measures by the Delhi government to build better infrastructures
 - Better Mid-Day Meals
- However some teachers (14%) were of the view that the rate of admission has remained status and there was no such change or increase in the same. And the key reasons because of which nothing has changed was:
 - Lack of awareness about the fact that there was availability of free education at private schools also
 - That now better mid-day meals were provided to school, and so some parents fear sending their child to the school, considering earlier there were many instances wherein lizards were found in their food
 - Unwariness about the significance of education for building the future of the students.

- Majority of the teachers (95%) said that there was no such improvements and so the very reason behind the same was:
 - High level of corruption at school management level
 - Not forming of development plans for the school
 - Lack of any school management committee
 - High Absenteeism of students at school
- Most of the teachers (95%) said that the role of RTE act in improving the state of education in India cannot really be admired because the act was not really being implemented in its true sense, and this has actually made the Indian education system for poor and backward students, to become more static and this has further hampered the growth and development of backward children. Therefore, there is a need for effective amendments through which the implementation of this act could be made more effective.

V. SUGGESTIONS FOR THE TEACHERS

1. The teachers should use the best teaching techniques for teaching all the students, thus providing quality education to their students.
2. The teachers should help every student in achieving the best results and this means that his or her focus should be on every student in the class and not just few favorite students.
3. As far as possible the teachers should avoid taking extra leaves and in case if they take leave, then they should teach for extra hours at school to further keep the syllabus on track.
4. Teachers should refrain from using slang language at the school and also ensure that the students remain disciplined and well behaved in class.
5. No teacher should use any kind of physical or mental violence against any student in any case whatsoever.
6. Rather than scolding a weak student, it is the responsibility of the teacher to make sure that she or he teaches the student with more dedication and clears his or her doubt with respect to that particular subject.
7. The teachers should time to time conduct parents' teacher meeting, and brief the parents about their child's performance at school.

8. At primary level the teachers should also incorporate fun activities in the schedule, so as to make the whole study process more easy and playful.
9. The teachers should take additional measures to instill good values as well as principle sin their students, to make their outlook more bright and compassionate.
10. All the teachers should prepare a monthly performance report of all their students, and then submit the same with the headmaster for review.
11. In case of high absenteeism on part of any student, the teacher should immediately inquire about the same with the parents of such student.
12. Any attempt by any parent to remove their should from school, shall not be overlooked by the teacher, and rather the same should be reported immediately to the headmaster of that school
13. The teachers should themselves convince the parents of the students to not remove their child name from school, considering education is very important for their future development and growth.

VI. CONCLUSION

The findings of the above research clearly indicate that the Indian education system continues to fall short in delivering free and equitable education to students from economically disadvantaged and marginalized communities. Although the teachers surveyed attempted to present a positive view of the current state of education, the study reveals that schools still fail to provide students with adequate educational facilities. Therefore, it is imperative for the government to review the condition of aided schools and implement the recommended measures to ensure that education is not only accessible to all students but also of high quality, ultimately contributing to the nation's brighter future.

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