

Original Article

# Implementation, Achievements and Challenges to Right to Education in Rajasthan, India

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**Abstract** - Today, education is the foundation of every country's future, and the country's government places a high priority on it. As a result, research was carried out to determine the status of RTE in Rajasthan since it was implemented. Although RTE has been implemented, numerous areas may still be improved. More significantly, the report focuses on educational modifications inside RTE, which may aid in understanding the state's current RTE situation. For the program's long-term viability, it should improve its regulations and attempt to provide free education, low prejudice, and expansion into rural regions.

**Keywords** - Education, Right to Education, Challenges, Achievements and Implementation.

## 1. Introduction

Since independence, education has been the prime concern of the Indian government. Education is the key to developing a country's social, economic and political status. It helps in poverty reduction, social equality, improved health facilities and economic equality. According to Malala Yousafzai, One child, One teacher, one book and one pen can change the world. (Westman & Liselott, 2005). Education strives to be playing an important role in today's world. Almost every country faces unemployment due to a lack of educational facilities, in which 27 countries have 83% employment of youths lacking in higher education. (UN report, 2017) In earlier times, society was divided into different sections, which currently shape the quality of education. In the ancient period, women were considered inferior, so they did not get any access to education and remained backwards. This is the main reason for poor literacy in the world. Education is the backbone of any country, which leads to the country's overall development. (Chauhan, 2016)

According to the Global Education Monitoring Report 2016 by UNESCO, education systems need to be rationalized to complete the 2030 Agenda for Sustainable Development, which focuses on the right to universal primary education along with proper skills and knowledge. The new global education system calls for education ministers and people working alongside them. Around 17% of the total children population of the world is not in school (UNESCO, 2016)

India is a country where education is worshipped. India constitutes 17.7% of the world's population and has an 88.7% literacy rate, while the male literacy count is 82.37% and the

female 65.79%. (Aaron O'Neill, 2021) India's literacy rate is higher than Bangladesh and Nepal, but still, it is behind many developed countries and forms the world's third most country, the uneducated section. Poverty and inequality is the foremost reason for this illiteracy status. (Swaniti Initiative, 2016)

Looking toward the country's future and the present education scenario, the Government of India implemented the Right to Education in 2009. According to the RTE Act, every child in the age group 6-14 years has a right to free and compulsory education. It was included under Article 21-a of the Indian constitution's 86th amendment. It came into force in April 2010. It makes a provision for reserving 25% of seats in private schools for economically backward sections. This provision ensures equality in society, quality of education and poverty reduction. As the Universal Declaration of Human Rights clearly states that education is a basic right, the Right to Education is the main reason education plays an important role in society (Right to education, 2013).

Rajasthan, popularly known as the 'Land of kings' situated in the north-western part of India, is the seventh-largest state in terms of population. The population of Rajasthan is 78.23% (India Growing, 2021), where children comprise almost 24% of the population as per the estimated population census.

Rajasthan has improved in providing primary education but still has a lower literacy rate, while female literacy has not increased much since the last census. Compared to other states and the country's GDP, Rajasthan spends a large part of its annual budget on education. Around 50% of the



schools in the state do not get proper maintenance facilities, followed by low human resources available to the schools. The Pupil- Teacher ratio is fairly commendable at 20:1, which is much ahead of the average ratio in India, i.e. 30:1. (Swanti Initiative, 2016)

The Covid-19 pandemic has had a massive effect on the world education system. According to UNESCO, around 90% of the world's students in 185 countries are affected by CoViD-19, but government policies ensure that the right to education is still retained (Sandra Fredman,2021). Over the last two years, the whole of education has been disrupted, leading to distance learning development. Rajasthan's pandemic affected its students as it resulted in negative growth in enrollment in primary and upper primary schools. The decadal population growth is a result of this negative growth.(Kanchan Godara Bhakar, 2018)

For the last ten years, RTE has been significantly improving the quality of education. With its changing policy, many petitions were filed in Rajasthan not to support reserving 25% of seats in private schools (*Supreme Court of India,2012*). However, these policies worked out to be a benchmark of RTE but still require the education system to be more rationalized. This study examines the evolution of RTE from its launch in 2009, with a particular focus on RTE-related enrollment. RTE has been implemented in the country, but enrollment and awareness are increasing at a lesser rate. Although RTE has been introduced across the country, enrolment and awareness are still increased at a low level.

## **2. Methodology**

### **2.1. Aim of the Study**

This study aims to explore or understand people's knowledge of RTE, recognize its merits and demerits, and effectiveness after 10 years. The study imparts a difference in the enrollment ratio, mainly as an enrolled and unenrolled community.

### **2.2. The Objective of the Study**

- To compare the awareness level of people regarding the fundamentals of RTE.
- To recognize the common problems faced by people in RTE.
- To check the efficiency of RTE and how people are benefiting from it.
- To find the difference between the enrolled and unenrolled communities in RTE.
- To find how knowledge imparts a significant change in RTE.

### **2.3. Research Design**

A mix-method research approach was carried out in Jodhpur, Rajasthan. The major context of this study is to

identify the section of people who lack knowledge of RTE. The study comprises people's awareness of RTE, its implementing factors like enrollment ratio, medium of instruction, and other demerits of RTE.

### **2.4. Consent and Ethical issues**

All ethical considerations were kept in mind while conducting the study. The survey was widely spread to get varied data strengths from different city regions. Along with looking for statistical data, the survey also resulted in the data to know the general knowledge of the respondents. The confidentiality and privacy of the respondents were maintained; no data would be disclosed to a third party. No identifiers, such as names or pictures, were disclosed in the article or while conducting the study. Ethical guidelines of research were followed.

### **2.5. Sample**

The data was collected from locals of Jodhpur who have RTE implementations in their area. A sample of 45 members, mostly parents whose children go to school and youths who have an idea of education in their area. The local community participated in the survey, including people from diverse socio-economic backgrounds. Further, the respondents are divided into two groups, i.e. enrolled and unenrolled community. The enrolled community comprises parents whose children are enrolled in public schools through RTE, whereas the unenrolled group consists of parents whose children are enrolled in private schools.

### **2.6. Inclusion & Exclusion Criteria**

The systematized study is conducted among the inhabitants of Jodhpur, which incorporates a mass of parents and youth. The major inclusion of this study is the awareness of people toward RTE.

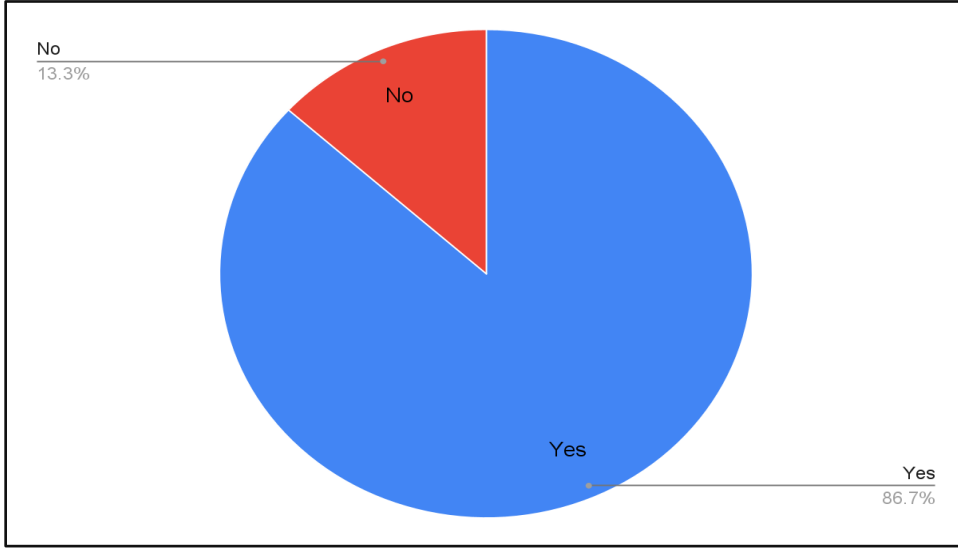
The study did not include children who were not aware enough to give responses based on their current knowledge.

### **2.7. Data Collection Procedure**

The study aims to get a comparative report of enrolled and unenrolled communities done by questionnaire based on the practical and theoretical knowledge of the respondents. After getting people's responses, the final data was analyzed using figures and comparative knowledge of each group.

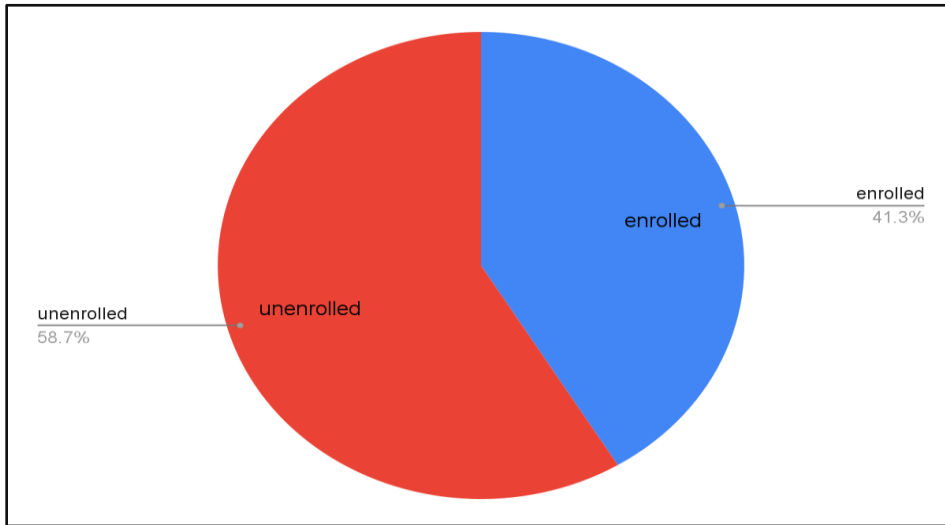
## **3. Results**

The paper is an analysis of the awareness of the people on the Right to Education and its implementation in Rajasthan, analyzing based on general knowledge regarding RTE, the enrollment procedure, the quality of education they are obtaining, as well as the facilities they are getting and the kind of discrimination one faces. The diagrams below demonstrate how these community members differ in various ways.



**Fig. 1 Percentage of people aware of the Right to Education**

Fig. 1 elaborates on what individuals think about RTE. It includes a comparative study of 45 individuals on their interpretation of RTE in which 86.7% claim to be aware of RTE while the rest, 13.3%, are not. It is important to consider having a rough idea of whether people know about RTE.



**Fig. 2 Percentage of respondents whose children are either enrolled or Unenrolled through RTE in schools**

Fig. 2 illustrates the percentage of children getting into RTE and those who knew children enrolling in RTE. Most of the members, i.e. 27 (58.9%), are not enrolling in RTE, while the other 19(41.1%) are enrolled in RTE. This forms the unenrolled and enrolled community.

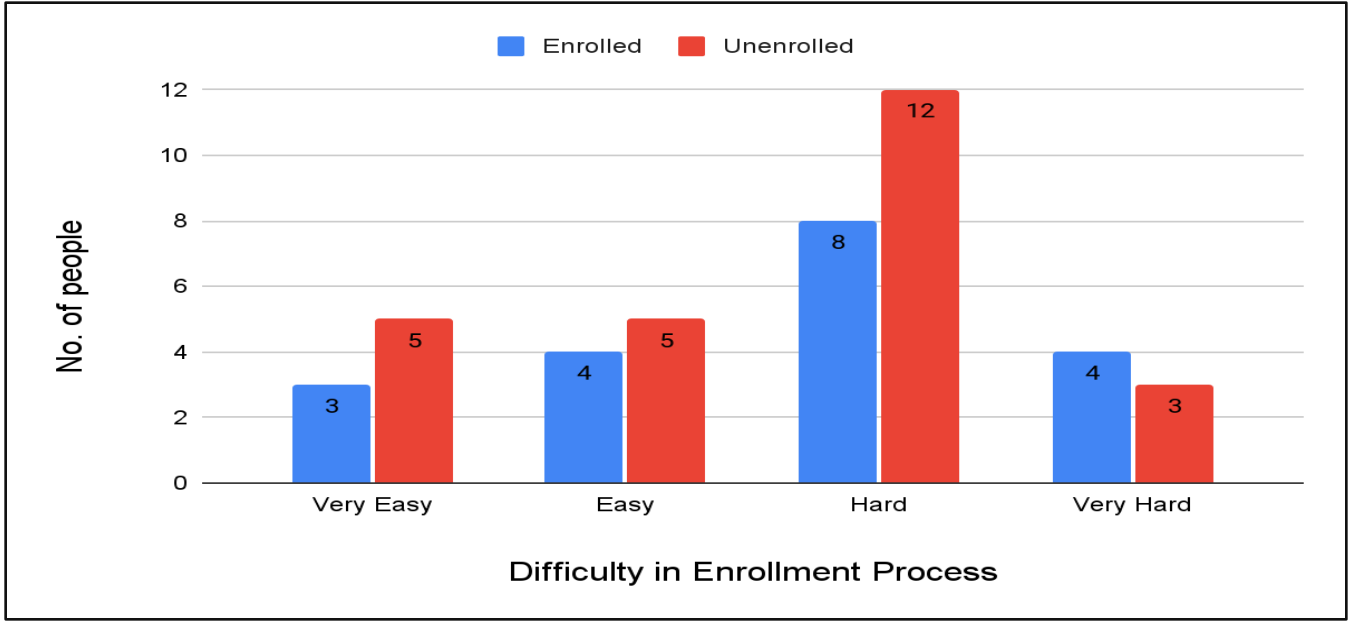


Fig. 3 Comparing the responses of enrolled and unenrolled communities based on the enrollment process

Fig. 3 shows the response of people towards the enrollment process of RTE. The majority of respondents of both enrolled and unenrolled communities find the process hard. To elaborate, 8 members from the enrolled community while 12 from the unenrolled community say the enrollment process is very hard. On analyzing, the enrolled community provides a high response to the hard enrollment process. Similarly, the unenrolled community finds the enrollment process hard. The main indication of this figure is to find the main reason for low enrolled individuals in RTE. One of them might be the hard enrolment process.

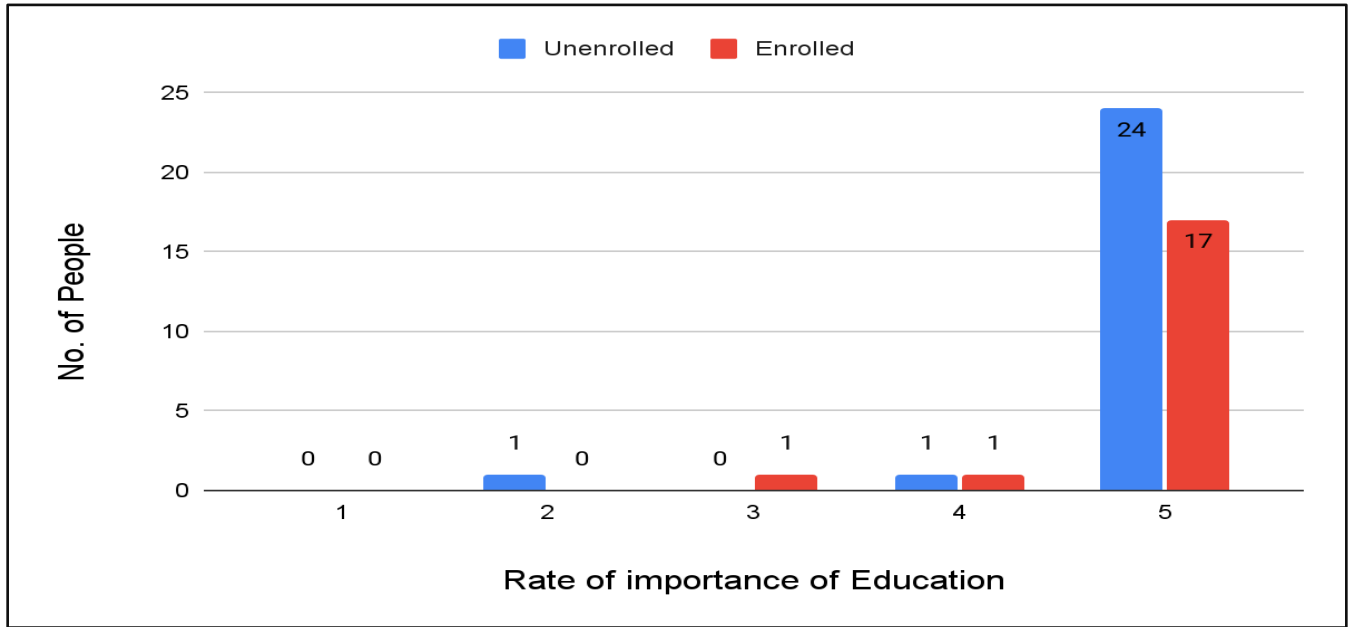


Fig. 4 Importance of Education in the lives of people in Jodhpur

Fig. 4 shows how the enrolled and unenrolled communities feel the need for education in their life. Undoubtedly, most people know that education is important in an individual's life. For instance, 41 respondents voted to show education as very important in their life.

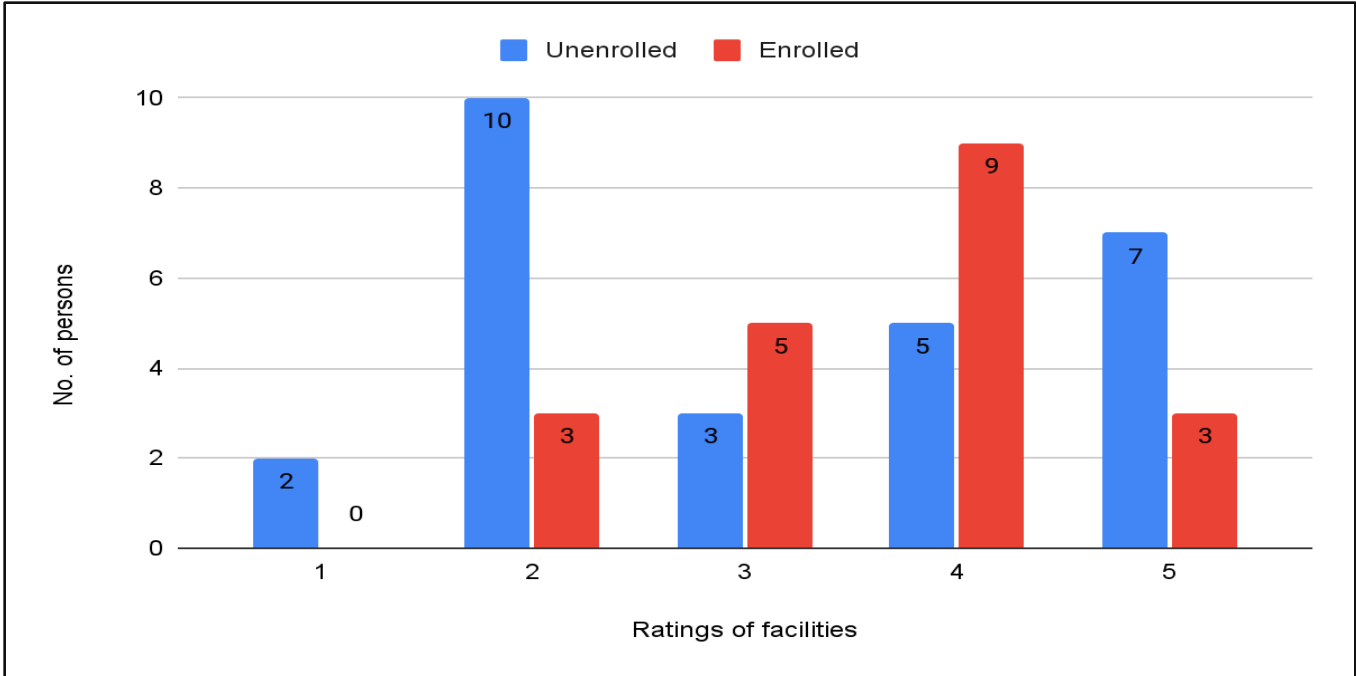


Fig. 5 Ratings of educational facilities provided in schools

Fig. 5 shows the educational facilities the enrolled and unenrolled communities are getting. The main indication of this figure is to compare these communities based on the educational facilities respondents get in RTE schools and non-RTE schools. It also shows the difference in the facilities and quality of education for RTE applicants. Looking at the figure, the enrolled community are getting better facilities rating 4 on average, while the unenrolled community are getting below-average facilities majority giving a 2 rating. The enrolled community gets better educational facilities than the unenrolled community.

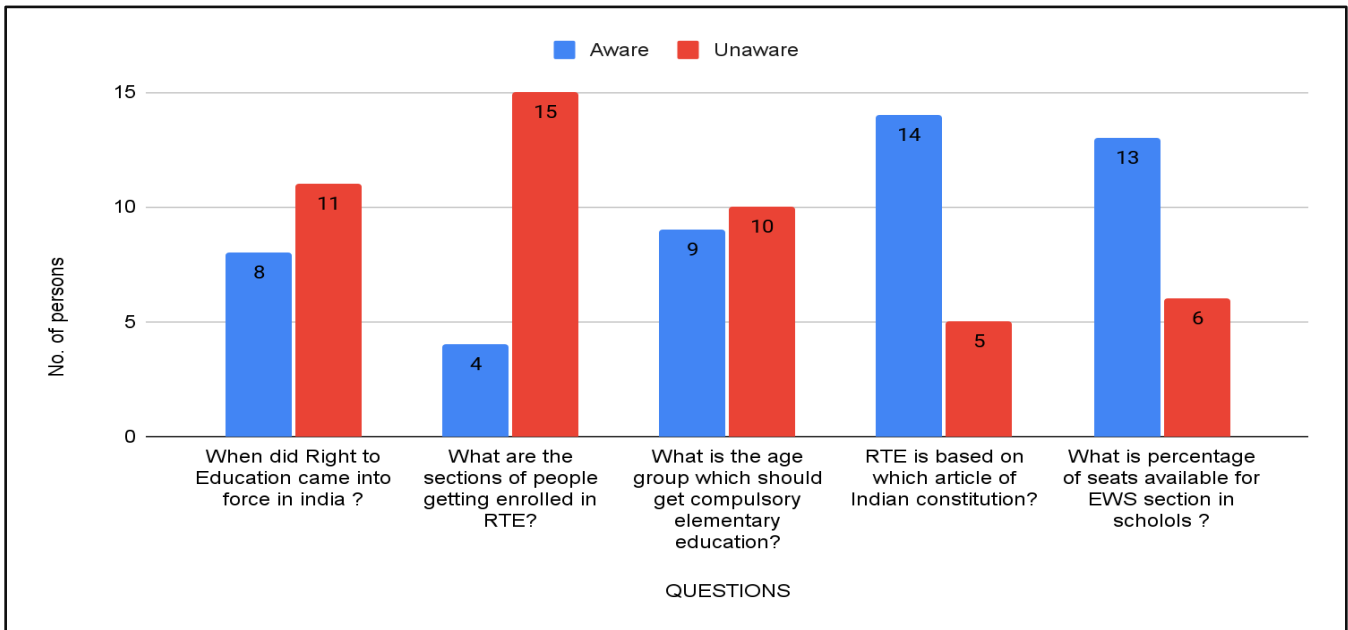


Fig. 6 Level of awareness about RTE in the respondents whose kids are enrolled in school through RTE

Fig. 6 shows the level of awareness the enrolled community has. The survey results indicate that the respondents in this community lack general knowledge of RTE, which can reveal these communities' nature. All-in-all, the overall basic knowledge of the enrolled RTE community is low.

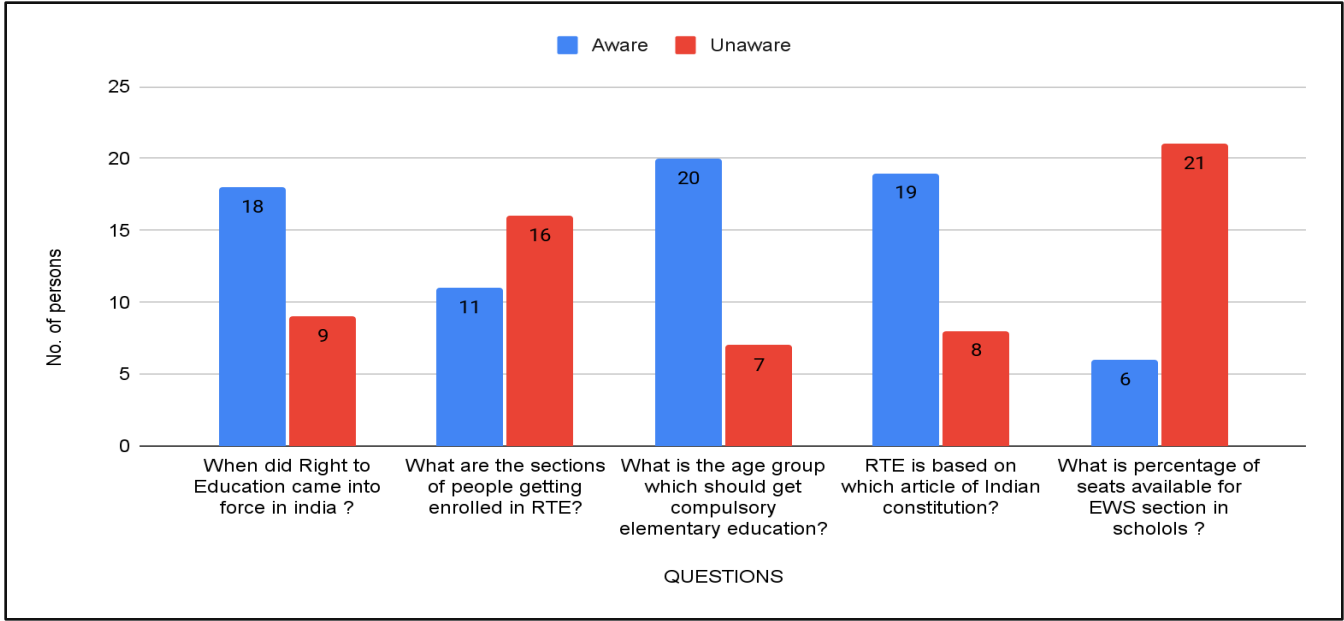


Fig. 7 Level of awareness about RTE in the respondents whose kids are not enrolled in school through RTE

As per Fig. 7, the unenrolled community has good RTE knowledge. In the unenrolled community, the basic knowledge of respondents is at a good level, but they, too, lack basic ideas about some questions.

In comparing Fig. 6 and Fig. 7, the overall knowledge of the unenrolled community is quite higher than the enrolled community. The main indication of this result is to compare the awareness level of enrolled and unenrolled communities, which is why the unenrolled community is not applying in RTE.

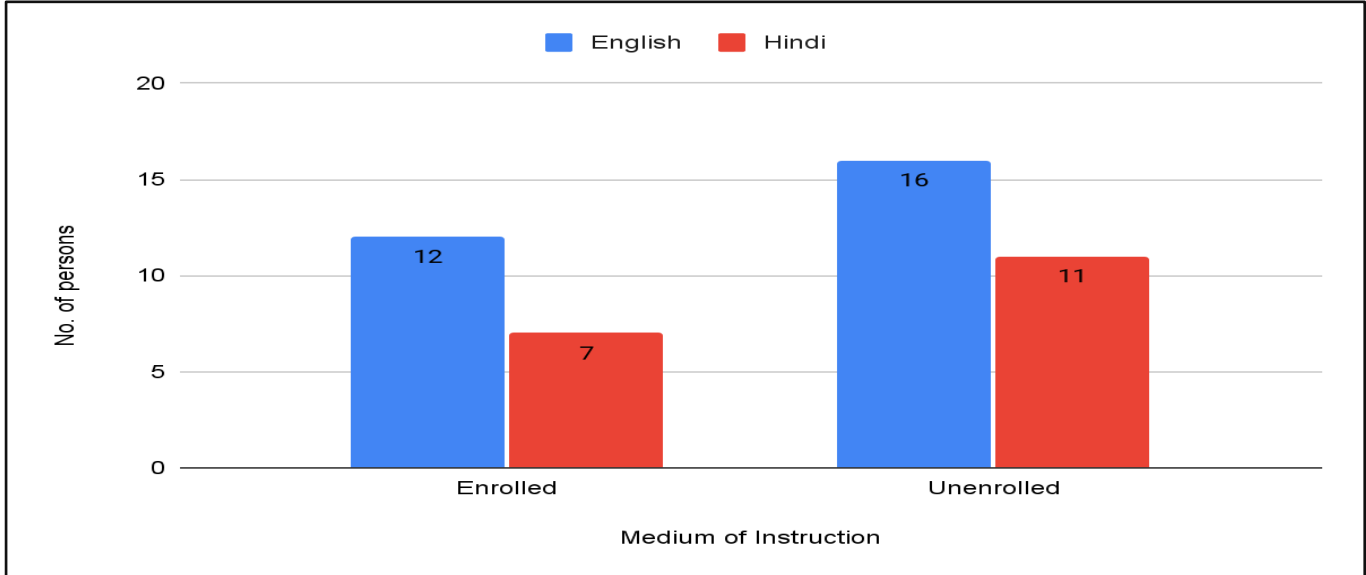


Fig. 8 Medium of Instruction in schools

Fig. 8 indicates the medium of instruction used in enrolled community schools, i.e. RTE schools and unenrolled community schools, i.e. non-RTE schools.

As the growing population indicates the rational change in the educational system, one of the far most changes is the usage of English in every school. While analyzing the figure, it is visible that English is the main language of both enrolled and unenrolled community schools. This indicates that all the schools, whether RTE or non-RTE, have a major focus on English as a language.

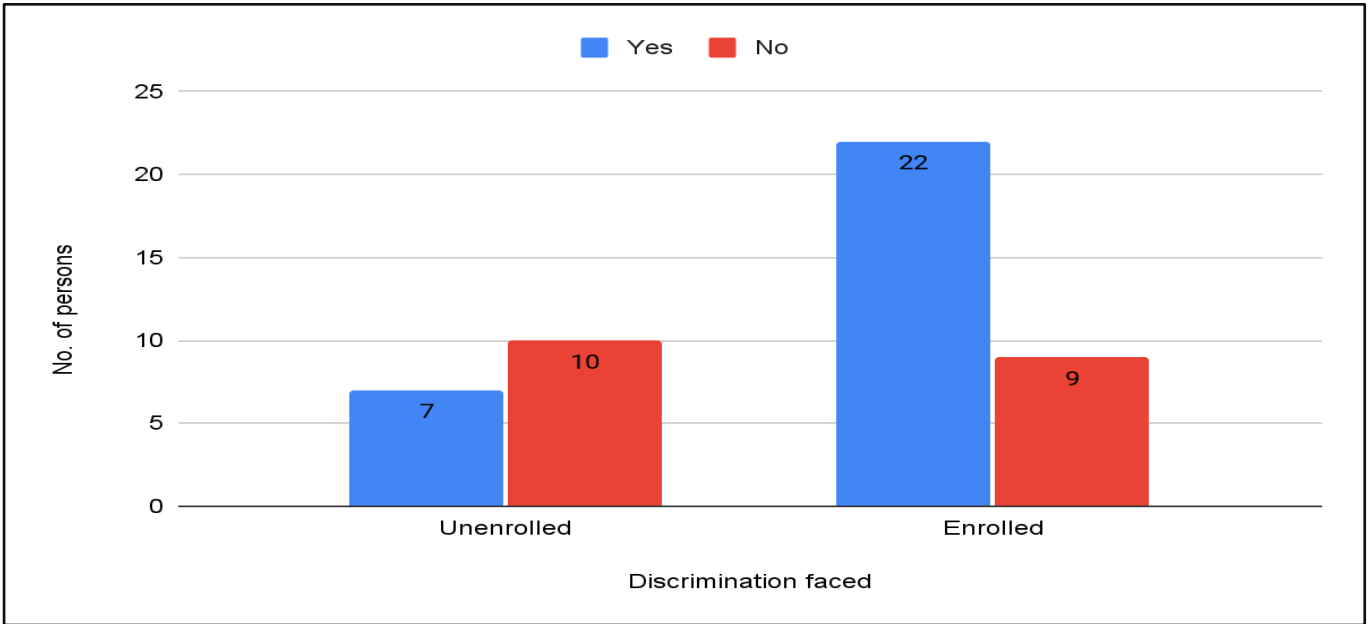


Fig. 9 Comparison of discrimination faced in the enrolled and unenrolled community

Fig. 9 above indicates their level of discrimination while enrolling into RTE while getting all the facilities, and getting a quality education.

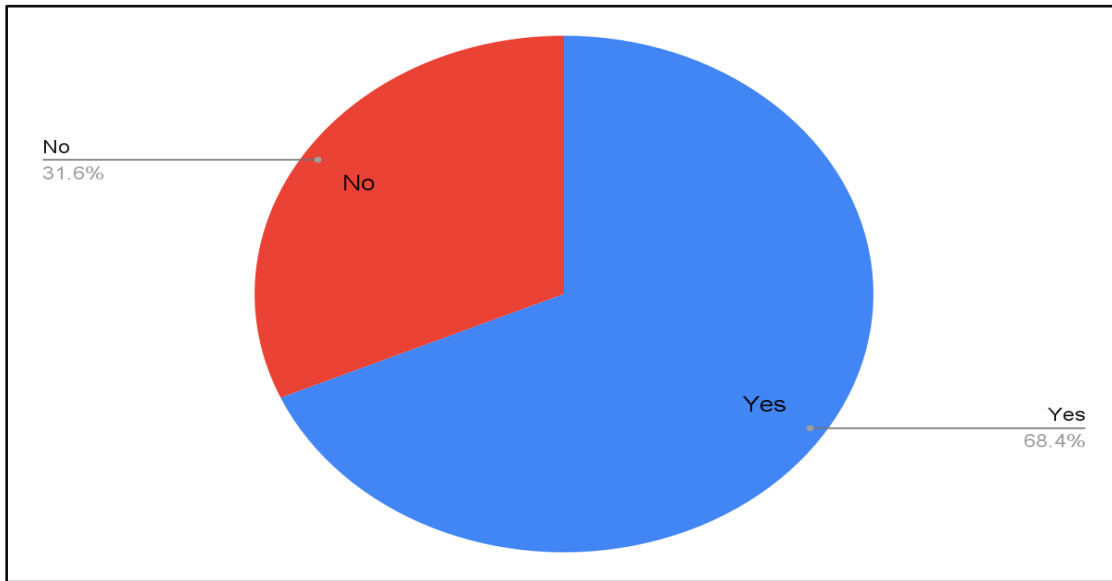


Fig. 10 Additional Costs within the Enrolled Community

According to Fig. 10, the enrolled community's primary issue is the number of additional expenses the schools charge them. It represents that most people in the enrolled community respond that the school charges additional costs from the parents.

#### 4. Discussion

The study illustrates major differences between the enrolled and unenrolled communities of RTE. Seeing people's lack of awareness, the data comprises most of the unenrolled communities in society. This shows that the enrollment ratio is still less. People's awareness is quite satisfactory, but some lack the general and basic knowledge of implementing RTE in India. With this difference in awareness, the enrolling percentage is also affected. Around 86% of the respondents claim to be aware of RTE, but there is a major difference in the awareness level of Rajasthan's enrolled and unenrolled communities. One of the main reasons for the low participation of RTE is the hard enrollment process. Both enrolled, and unenrolled communities find the enrollment process more difficult than the other school enrollments. Therefore, the enrollment ratio in RTE is not increasing due to this hard process.

Both the enrolled and unenrolled communities know the importance of education in today's world. Therefore, there is no doubt that people have little awareness about education in their area. Despite having a low awareness level of RTE, they still have a piece of good education knowledge. This low awareness impacts the educational opportunities students have in school. Based on educational facilities, the enrolled community is offered a good level of facilities in the RTE schools compared to the unenrolled facilities. The unenrolled community people include 10 respondents giving the vote to low-class educational facilities they are getting. On the other hand, the enrolled community, 9 respondents, give a high percentile to high-class educational facilities.

The level of awareness is varied among the enrolled and unenrolled classes. While comparing the level of awareness among these, it is clear that the unenrolled class is more aware than the enrolled class. Looking at the level of awareness within the Enrolled class, they are much more aware regarding the questions asked. People in this community are aware of the present status of RTE and the EWS community and its constitutional components, but they lack background knowledge. On the other hand, the unenrolled community lacks awareness of the current situation of RTE but, like the age group, has a great in-depth understanding of RTE.

Therefore, it can be interpreted as one of the main reasons for the low enrollment ratio.

Language is one of the main factors on which schooling depends. In most schools, whether they are implementing RTE or not, the main medium of instruction is English. Since the main language of the majority of respondents is similar, it can be concluded that the education system is being rationalized. Another important reason for the low enrollment ratio is the discrimination they face while

enrolling in RTE and after enrolling in RTE. It is visible from Figure 7 that the enrolled community is facing discrimination within the school. It can be a major drawback for RTE implementation. Within the enrolled community, the one problem they face is charging additional costs in the form of transport fees and other co-curricular activity charges.

#### 5. Recommendations

- The main problem in implicating RTE is the less no. of enrolled students. Therefore, the government should strive for more outreach campaigns to have a satisfactory enrollment ratio.
- Specifically found reasons for this low enrollment ratio are the hard enrollment process, the kind of discrimination they are facing and the charging of additional costs.
- The state should highlight the fact to ease the hardened enrollment procedure. On the other hand, the difficulties should be limited after a student gets enrolled in RTE. Hence the discrimination level should be looked upon and reduce the additional costs paid.
- Rather than focusing on external factors, education quality should be emphasized more.

#### 6. Conclusion

The study focuses on creating awareness among the community about the Right to Education. The results are taken out by comparing enrolled and unenrolled classes based on general knowledge, educational facilities, medium of instruction and rte-based basic questionnaire. This further explains the difference between the enrolled and unenrolled communities. Hence the study strives to create awareness of the reason for increasing enrollment. The aware class also includes unenrolled respondents in RTE to rationalize the implementing problems.

#### Limitations of the Study

The study looks out with a well-estimated survey consisting of consent from a few respondents (45), which could better the results if more were included. With a small sample size, the coordination of these community people was lower than expected, which even affected the more indulgent research survey.

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