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## **An Analysis of the Challenges to the Right to Education Act, 2009 in Context of Access, Funding and Quality in India**

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### **Abstract:**

*The government of India introduced the Right to Education (RTE) Act, 2009 to fulfill the constitutional and international obligations. The RTE Act was implemented on April 01, 2010 with aim to provide free and compulsory primary education to all the children in the age group of 06-14 years .This act was implemented with apprehension of its success. Numerous challenges had been highlighted in the path of the Act. About four years have been passed till the implementation of the Act and findings of Numerous studies show the partial success of the Act due to some major challenges.*

*The present paper is about the analysis of the three major challenges Access, funding and Quality to the RTE Act, 2009. By solving these three challenges, the rest of the challenges would not create so many obstacles in the success of the RTE Act. Some suggestions have been put forwarded for the success of RTE Act.*

**Key words:** Right to Education; Equity; Quality; Census Survey; Pupil-Teacher Ratio; In- service Training

### **Introduction:**

Education is a proven tool for the fast development of any nation. It uses to make the human resources capable to initiate,

sustain and help the development of the society, economy, culture and the nation. It generates new required technological know-how for all round development of the nation. It creates a new environment of the development. It makes the people to realize the importance of education in every field of nation. It makes the people to acquire the required life skills to grow in the nation and settle abroad comfortably by acquainting themselves with culture of the world which directly or indirectly help the nation to integrate with the world. In another words Education is essential tool for the reconstruction of a nation. The National Policy on Education (1986) states the importance of education in these words “Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance”<sup>1</sup>

The development of china as the leading economy of the world proved the importance of well trained human power. With the help of the education, the worrisome population could be changed into an asset of the nation. India is also a country of huge population. As per the Census Survey (2011), the population of India is 1210.2 million <sup>2</sup>. The literacy rate is about 74.04 percent <sup>3</sup>. There are about 26 percent population illiterate which is a blot on the nation. There are lots have been doing to increase the literacy rate. Special emphases have been given on adult education and Child education to strengthen the drive for achieving the hundred percent literacy rates.

India is a leading economy of the world. India would be a leading economy of the world by the year 2020. As per the reports of The Economics Times (2011) “India, the world's 10th biggest economy in 2011, would become the fifth largest by 2020” <sup>4</sup> It will be a super in term of economy, military and political hegemony. For the point of views of the economy and nation there is need of hundred percent literacy and better human resources which is not possible without providing the education to all the people of the nation.

The Government of India has passed and implemented the Right to Education Act, 2009. The purpose of this Act is to provide the free and compulsory education to the children of India in the age group of 06 to 14 years. According to the RTE Act 3 (1) "Every child of the age six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till complete ion of elementary education".<sup>5</sup> This act put uphill task on the shoulder of the government in regard to elementary education of Indian. According to data of Census Survey (2011) there are 23.35 crore children in the age group of 06 to 14 years <sup>6</sup>. And to provide elementary education to all of them needs huge resources, better planning and management.

To achieve the desired goal of the RTE, there was needed sincere efforts and mobilization of large resources of the country. There are numerous challenges in achieving of the goals of RTE. These challenges are the lack of financial resources, management, teachers, infrastructure, access, equity and quality. In numerous studies the challenges of access, finance and quality have been found the main challenges in achieving it goals. In the light of the study of PAISA (2012), ASER (2011), RTE Forum (2013), Ambast (2010) SAARC Development Report (2013), Pratham (2011-12) etc three challenges related to finance, equity and quality are important. Findings the reports of these studies reveal the more and more acute challenges to the RTE related to the equity, finance and quality. Without solving them the goals of the RTE could not be achieved. To understand the true nature of these challenges, there is need to study all these challenges in detail. So, the solutions could be founded.

### **Question and purpose of study:**

There are many challenges to the RTE Act, 2009. These challenges are a) the challenges of clear legislation b) the challenges of implementation of the Act C) the challenges of

access to all the children d) the challenges of funding e) the challenges of Quality of education f) the challenges of lack of infrastructure g) the challenges of teachers etc. Among all these challenges, there are three most acute challenges like Access, funding and Quality which are related to all other challenges directly and indirectly. And if these challenges are tackled properly then other challenges would not have much impact on the successful implementation of the RTE Act. By solving these challenges the desired goals of the RTE Act could be achieved. In the light of above mentioned challenges this paper would try to analysis the challenges of access, funding and quality in detail to understand them properly.

There are certain questions which have been raised to understand these challenges. These questions are: what are the problems in the access of the Right to Education Act? How much funding would be needed to implement the Right to Education Act? What are the problems in quality of education in RTE? What are the findings of numerous studies regarding quality of education in RTE? Are the implementation of the norms related to access, finance and quality satisfactory? What are the remedies to solve these challenges? What should be the steps to ensure the finance, equity and quality under Right to Education Act?

The purpose of the study is to analysis the above mentioned three challenges to the Right to Education Act in detail which are important for the successful implementation of the Act. There is need of understanding the magnitude of the challenges of access, funding and quality of RTE Act, for the successful achieving of desired goals. The other purpose of the study is to see the challenges in the light of result .whether the challenges are too difficult to achieve or too complex to understand. In the light of the study, suggestions have been put forwarded for improving the implementation of RTE Act.

### **Three challenges to the Right to Education Act**

**Access:** The access has been defined by Oxford Dictionaries (2014) as “The right or opportunity to use or benefit from something”<sup>7</sup>. In the context of RTE Act means how the physically challenged, the socially marginalized, the numerically small, the financial excluded children have been given special emphasis. How under RTE norms the children of these sections and groups have been approached to bring them in the ambit of RTE Act.

The challenge of access is one of the main concerns of the Right to Education Act, 2009. One most important reason of Right to Education Act is to provide access to education to all the children of the country in the age of 6 to 14 years. To provide access the Act has provisions of round the year admission to the children in the class on the basis of age. Further no documents for admission and no capitation fees for the children are demanded. There are provisions for easy transfer of the children from one school to another school by instructing the head of the institution to grant transfer certificate at the will of the Children. The Right to Education Act states that “For seeking admission in such other school, the Head Master or In -charge of the school where such child was last admitted, shall immediately issue the transfer certificate”<sup>8</sup>. The parents and guardian have been asked to ensure the access of their children in nearby school. The government has been directed to provide the required finance and infrastructures to ensure the qualitative education in the schools.

In spite of so many provisions and the efforts of the government the two most important challenges in access of education in right to education are the large number of the children not coming to school and the large drop out of the children from the school. As per data of the India Today (2011) “81.5 lakh and constitute 4.22 per cent of kids in the six to 14-year-old age bracket.”<sup>9</sup> while the dropout rate of the children as

per data of SAARC Development Goals (2013) “for a primary class (I-V) was 27.0% during 2010-11. It was 40.6% for elementary classes (I-VIII) during the same year.”<sup>10</sup>

There is need of massive infrastructure built up of the school to bring all the children in the school .There are 1.3 million schools in India to impart education to the children of India. The number of children is about 23.5 crore. To manage such a large system of schools with so large number of children is a gigantic task. To provide access to education to all the children of India having different socio-cultural, linguistic, religious background is not easy. Rai ( 2012) states that “Around 1,618 languages,544 dialects and 1942 mother languages are spoken in India; schools impart education in 148 different mediums” 11 Is it possible to provide access to the whole children of India as desired by the norms of the RTE Act?

Many states have difficulties in providing access of the education to the children. They have not required infrastructure to provide education to all the children. Even out of 28 states only 19 states have notified the RTE rules<sup>11</sup>.some states have made the excuse of the fund, some about the infrastructure and some show their unwillingness to implement RTE Act. As per the report of The Hindu (2012) “Only 4.8 per cent of government schools have all nine facilities stipulated under the Act; eight of the nine facilities are present in 11.41 per cent schools; approximately one-third of the schools have up to seven facilities and about 30 per cent schools do not have even five facilities”<sup>12</sup>

In spite of so many short comings, the Gross Enrollment Ratio (GER) is very high. But the real presence of the children in the schools is just above the 50 percent. According to the report of India Today.In (2011) which quoted eminent educationist Vinod Raina that “While the gross enrolment ratio stands at 98 per cent, attendance in schools is only about 57 per

cent. A lot needs to be done if children are to be actually put into school."<sup>13</sup>

There would be no problem if the GER remain high with actual number of children attending school remain high too. But the attendance shows something creating formidable hurdle in access of the education of the children.

The many provisions related to the disadvantage groups of children are not complained. The provision of 25 percent reservation of the children in private school is not implemented due to unwillingness of the management of the private schools and the unrealistic approach of the government in the per child expenditure. The economically weaker sections are sending their children for work instead of sending their children to school. As a result access to education is somehow limited to weaker section and disadvantage groups under RTE Act.

Thus the uphill task to provide access to all the children would not be possible until and unless there is not availability of infrastructures, will power, fund and the cooperation of the parents and guardian.

### **Funding:**

To educate about 23.5 crore children is not an easy task for the point of view of funding. There is need of huge amount to incur on infrastructure, salary of the teachers, training of the teachers, development of curriculum, providing teaching learning materials to the children etc. After the Independence of the country, many commissions recommended in increase of the amount on the education in the country. The Kothari Commission (1966) recommended for expenditure of 6 percent of GDP on education. But in spite of passing of so many years, the GDP did not reach to recommended figure. The expenditure on education in 2006-07, 2007-08 and 2008-09 were 3.64, 3.74 and 3.78 respectively. In such cases funding is **another** challenge to the Right to Education Act, 2009. Funding

problems are related to the availability of funds, sharing of the fund between states and centre, controlling power of the distribution of fund and funding required amount to the major segments of RTE like the salary of the teachers ,infrastructures etc .

During the process of legislation of Right to Education Act, numerous estimates were done by various agencies for financial requirement of the Universalization of Elementary education (UEE) through Fundamental Right to Education. According to Saikia Committee (1997) the total required amount was Rs 40,000 crores for five years and 8000 crores per annum. Tapas Majumdar Committee (1999) estimated Rs 1, 36,922 crore for ten years with Rs 13,692.2 crore per annum. The 93<sup>rd</sup> Amendment Bill (2001) estimated 98,000 crores for ten years with 9800 crore per year. The Central Advisory Board of Education (CABE) Report (2005) estimated Rs 3, 21,196 crores to Rs 4, 36,459 crores for six years with Rs 53,533 crores to Rs 72,743 crores per annum. The estimate of National University of Educational Planning and Administration (NUEPA-2009) was Rs 1, 71,780 for five years with Rs 34,356 crores per annum.<sup>14</sup> These estimates have created the problems in finalization of funding of the Act.

According to Rai(2012) “The Centre estimated an annual budget of Rs 231,000 crore for implementation of the RTE Act. The Expenditure Finance Committee gave it the go-ahead, with a Centre-state contribution ratio of 68:32. This was later approved by the cabinet. Of the total amount, Rs 24,000 crore would come from the finance ministry and the remaining Rs 207,000 crore from the Centre and the states. This, the government claimed, would prevent the states from being overly burdened.<sup>15</sup>

What should be the share of the centre and states in funding of the RTE Act?. There are many approaches for the share of funding between centre and states have been devised. The government decision to implement the RTE through Sarva



Siksha Abhiyan (SSA) has made the outlay of SSA higher with numerous formulas of sharing of funding between centre and states. The study of Ambast (2010) shows that “As per the SSA framework, the ratio in which the centre and the states would share funds was to change from 85:15 during the IX year plan to 75:25 during the X five year plan, for all the states. During the XI five year plan, it would be 65:35 in 2007-08 and 2008-09, 60:40 in 2009-2010, 55:45 in 2010-11, and 50:50 thereafter. During this period, the fund-sharing pattern for the 8 North-eastern states would be 90:10 till the end of the programme.”<sup>16</sup>. In spite of devising many formulas for the sharing of funding, the inability of the states to pay has made the implementation of RTE Act more difficult. Lack of resources in the North-East has made the government to bear the funding up to 90 percent of outlay.

The government has made provision to deliver the RTE Act funding through the Sarva Sikhscha Abhiyan .During the last few years the budget for SSA has been increased. According to PAISA (2012) “It increased by 57%, up from Rs.42, 777 crores to Rs. 67,307 crores between 2010-11 and 2012-13. Per student allocation for SSA was at Rs. 5257 in 2012-13, up from Rs. 3378 in 2010-11”<sup>17</sup>

The allocation of the various segments of RTE is worth study which questions the effectiveness of the provisions of RTE in term of funding .As per the study of PAISA (2012) “Allocation to teachers and school infrastructure related activities dominate the SSA budget. In 2012-13, allocations to teachers (salaries, training and teaching inputs such as Teachers Learning Equipment) accounted for 43% of the SSA budget, the largest share out of all the components. School infrastructure accounted for the next highest share with an allocation of 35%. Allocations for children (entitlements, mainstreaming out of school children, and remedial teaching) accounted for 12% of the SSA budget; Quality specific activities received only 2% of the SSA budget.”<sup>18</sup> In the light of above mentioned allocation

for RTE, is it possible to develop required infrastructure as per the RTE norms? Findings of many studies show poor availability of infrastructures in the schools.

Another challenge to funding is the problem related to reimbursement of the expenditure of the children by the government for the provision of the admission of 25 percent from weaker sections in private school. According to the Right to Education Act “shall be reimbursed expenditure so incurred by it to the extent of per child expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed”<sup>19</sup> But the problem is how much the government would reimburse for the children under this provision? What is the allocation of the government for per child? Many studies show that per child allocation is different from state to state. Ambrish Dongre (2012) states that for the 2009-10, the allocation per child for Andhra Pradesh was Rs 8,390; for Bihar 4,705; for Himachal Pradesh 19,111; Madhya Pradesh 4,423; Maharashtra 12,075; Rajasthan 9,192 and West Bengal 3,982.<sup>20</sup>

The RTE Act further laid down another provision by which the reimbursement is not possible for such school which falls under such provision of the RTE Act which states that “Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation”<sup>21</sup>. There are so many other provisions which have made the working of the Act difficult on financial ground.

One of the biggest challenges on funding ground is that from where the huge amount would come? Can centre or state alone bear the funding of the Act or they share the funding? What would be the formula of sharing of the fund? Is sharing formula would be applicable to all state equally? Education

being in the concurrent list, the responsibility of the funding should be of states and centre. In case of RTE Act, to provide finance for the Universalization of Elementary education(UEE) should also be responsibility of the states and Centre .Under this provision, numerous formula have been worked out for sharing of the financial burden.

**Quality:** One of the important demands in 21<sup>th</sup> century of Indian education is quality. Without quality education, the nation cannot move ahead in economy, social reconstruction and smooth functioning of democracy. As there is no consensus among the educationists about the definition of the quality of education, here the approach related to RTE has been taken to analysis the various components of quality education.

The quality of education is product of many factors like the teaching, availability of infrastructure, planning, up to date curriculum, and innovation and will to improve. The right to Education Act has given special emphasis on the quality of education. The RTE Act made responsibility of appropriate government to ensure quality education as it states the appropriate government would “ensure good quality elementary education conforming to the standards and norms specified in the schedule”. 22

India is world third largest education system of world and world 7<sup>th</sup> largest economy of the world. To sustain leading position in the world, there is need of better quality human power which could be produced from the education. The production of the better human resources there is need of providing better higher education which depends upon the better quality at pre higher education system. As per report the quality of Indian education is not up to the mark, the large percentage of waste and drop out making Indian education system to suffer from the quality education. There are numerous factors responsible for the lower quality of education at primary level. There are shortage of trained teachers,

infrastructure, funding, accountability and responsibility. There are numerous provisions in right to Education Act for the development of needed infrastructure, availability of the teachers and training of the teachers. One such provision of the RTE Act states that the appropriate government would “provide infrastructure including school building, teaching staff and learning equipment” and “provide special training facility”<sup>23</sup>. The Act has made the provision of providing all these in given stipulated time. The act has given time for establishment of neighbourhood schools in 3 years, training of untrained teachers in 5 years, quality of inventions with effect from the notification of the Act, school infrastructure in 3 years and teachers as per Pupil-Teacher ratio in 3 years. In spite of all these provisions and passing of many years of the Act the available data is not fulfilling objectives of the provisions of qualitative education. The Telegraph (2012) reports on the basis of data of MHRD, UNESCO and UNICEF that there is shortage of 12 lakh teachers in primary which would increase to 20 lakh by 2015. The sanctioned posts are 06 lakh. While to meet RTE specification additional primary teachers of 5.1 lakh are needed. The unqualified teachers in government schools is 7.74 lakh. The total number of contract teachers is 5 lakh.<sup>24</sup>

The problem of absenteeism of the teachers is a major challenge in achieving desired goal of the RTE. According to Educational Consultants India Limited Report (2010) “The average teacher attendance in primary and upper primary schools is 81.7% in primary schools and 80.5% in upper primary schools. Thus, only about 18% teachers in primary schools and about 19% in upper primary schools were found absent.”<sup>25</sup>

The teachers are assigned in the numerous non-teaching works like vaccination programmes, Census Survey, election, preparing electoral roll, Mid day Meal etc which badly affect the teaching learning in the schools. According to RTE Forum (2013) “The Section 27 of the Act provisioned that “no teacher shall be deployed for any non-educational purpose other than

the decennial population census, disaster relief duties or duties relating to election to the local authority or the State Legislatures or Parliament, as the case may be". The present study shows that "47 % of the teachers were involved in activities other than prescribed ones. More than 41 % of them engaged in one or two such activities. The practice of posting teachers for non educational work, often beyond the geographical areas of the schools where they are posted is followed in many states." 26The absent of the teachers from the school has made the loss of teaching days and lack of interest among the children. Which are making the government school education sub standard.

The qualification of the teachers is another hurdle in qualitative education. According to Gelda and others (2013) "In 2008-2009, on average, 45% of these teachers had not studied beyond the 12<sup>th</sup> grade." 27. While the highest outlay is incurred on teachers. According to PAISA(2012) "In 2012-13, allocations to teachers (salaries, training and teaching inputs such as Teachers Learning Equipment) accounted for 43% of the SSA budget, the largest share out of all the components".28

In spite of so huge amount is incurred on the teacher, the quality of teacher can be judged from a report of The Hindu( 2012) which states that "And a shockingly high percentage, 93, of teacher candidates failed in the National Teacher Eligibility Test conducted by the Central Board of Secondary Education in 2010-11. In 2009-10, the failure was 91 per cent in the national examination, meant to test the candidates' teaching aptitude and a prerequisite for appointment."29

Lack of Infrastructure availability is another hurdle in improving the standard of education. Many provisions have laid down the norms of better school infrastructure .There are 1.3 million schools in the country. The rising number of the enrolment of the children needs the extensive development of school infrastructure. Is there required infrastructure for the

enrolled children? Is the concerned authority related to school getting the required fund for development of infrastructure? According to PAISA (2012) “School infrastructure accounted for the next highest share with an allocation of 35%.”<sup>30</sup>. As a result the required infrastructure built up condition is not satisfactory. According to the report of The Hindu (2012) “Two years after the ambitious Right of Children to Free and Compulsory Education Act, 2009 came into being, 95.2 per cent of schools are not yet compliant with the complete set of RTE infrastructure indicators.... shows that one in 10 schools lacks drinking water facilities, 40 per cent schools lack a functional common toilet, and an equal number do not have separate toilets for girls. As high as 60 per cent of the schools are not electrified and 50 per cent lack even a ramp for differently-abled children. Only one in every five schools has a computer.”<sup>31</sup>

The availability of class rooms in the schools is not meeting the requirement. The class rooms is essential for teaching learning in Indian context. According to RTE Forum (2013) “Around 5 % of the schools in the sample are run in single classrooms. However, more than two third schools have only three or more classrooms and more than 58 % schools have four or more classrooms. More than one third of the schools have seven or more classrooms. Considering the increasing number of the newly enrolled children attending schools, the number of classrooms needs also to be improved in schools where there is a lacuna for it”<sup>32</sup>

The Teaching Learning Material (TLM) is another important segment of qualitative education. In a country where educational technology is not rampant, the teaching and learning is very important for the point of view of teaching learning. According to the study of RTE Forum(2013) “ even after three years of implementation of the RTE Act 2009 around 7 % of the schools still do not have functional black boards. The problem is severe in Bihar and Uttar Pradesh”<sup>33</sup>

The pupil-teacher ratio and working days are also not as per the RTE norms. Due to shortage of the teacher, the pupil-teacher ratio is higher than prescribed. While due to engagement of the teachers in non-teaching assignments, the working days for school are alarmingly low. According to the report of The Indian Express (2009) “An internal report prepared by the members of the Ahmadabad Municipal Corporation School Board pointed out the schools across the city had education sessions only on 58 days instead of the 180 days the schools are open.”<sup>34</sup>. In study of RTE Forum (2013) it has been found that “The RTE Act prescribed the PTR ratio at 30:1 in primary classes and 35:1 in upper primary classes. In the present study 56.6 % schools in the primary and upper primary schools follow the respective RTE norms. 36 % did not follow while 7 % did not respond to this question”<sup>35</sup>

The lack of councilor, playground, distance travelled by the teacher from his home to the school, etc are some other factors responsible for the lack of qualitative education in the schools. The amount that is incurred on the quality education is just 2 percent. According to PAISA (2012) “Quality specific activities received only 2% of the SSA budget”<sup>36</sup>

As a result the quality has not improved much at primary level. According to the study of ASER (2013) “Nationally, the proportion of all children in Std. V who can read a Std. II level text remains virtually the same since 2012, at 47%. This proportion decreased each year from 2009 to 2012, dropping from 52.8% in 2009 to 46.9% in 2012. Among Std. V children enrolled in government schools, the percentage of children able to read Std. II level text decreased from 50.3% (2009) to 43.8% (2011) to 41.1% (2013)”<sup>37</sup>

Another result of this shocking standard of education is the increasing migration of the children from the Government schools to Private schools. As per ASER Report (2013) “ In 2006, 18.7% 6-14 years old were enrolled in private Schools and this number has increased to 29% in 2013”.<sup>38</sup>

## **Suggestions for improving the implementation of Right to Education Act in regards to Equity, Funding and Quality**

1. There should be strict provision to ensure the hundred percent attendances of the children in the class. As many reports indicate that there is low percentage of attendance of the children in the school
2. The parents/Guardian should be bonded to take the responsibility of helping the children to attend the class
3. There should be provision of ensuring the infrastructure of the schools. It has been found that number of the schools not even have required infrastructure for sitting of the students.
4. There should be strong mechanism of monitoring system on the implementation of the Right to Education. As Right to Education is Fundamental Rights of the children, the Judiciary should be made responsible for monitoring the whole programme. This can be done through subordinate court in each district.
5. There should be strong mechanism to force the educational authority to complain with the provisions of the training of the teachers, recruitment of the teachers, Pupil-Teacher ratio, working hours of teaching etc in the school. There should be provision of fine on the concerned authority if fail to implement the various provisions of the Act on time.
6. There should be some check on the policy of not detent the children. The provision of allowing the children to move ahead without any check is spoiling the quality of education at primary level. It has been observed that the spirit of competition and quality are fast losing the ground in the Primary education and in later stage helping in producing educational waste in large number.



7. There should be increase in out lay of the qualitative education from 2 percent
8. There should special emphasis on the quality of the teachers. There should be regular recruitment of the teachers to end the shortage, regular in-service training for the teachers, good salary for them and less load of non-teaching assignments.
9. There should be use of educational technology at primary level. To minimize the loss of teaching there should be teaching through use of technology at numerous primary centers from a centre.
10. There should be more and more involvement of NGOs in evaluation of qualitative teaching –learning of the primary schools
11. The funding mechanism of RTE should be decentralized as the local self governing bodies at rural and urban levels have been involved in implementation of numerous provisions of the RTE Act.

### **Conclusion:**

There are many challenges in implementation of the Right to education Act in India. Among all these challenges the three most important challenges the access, funding and quality have been analyzed. In term of access, the RTE has many provisions to bring the weaker and disadvantage children to bring them school. But due to complexity in its provisions and norms of implementation that RTE is not fully successful in its goals.

The question of funding is another hurdle in successful implementation of RTE Act. The total outlay for RTE through SSA is not enough .The largest outlay on the salary of the teachers is making the funding more difficult. The unwillingness from the part of the state to spend is a matter of concern. The numerous estimates of per child allocation for the payment of the private schools are putting the provision of

payment on the behalf of weaker and disadvantage sections difficult. There is need to simplify the entire funding procedure under RTE Act.

The challenges of quality are manifold. Most of them are related to the teachers and infrastructure. The enrolment of the large number of the children and inability of the government to provide required infrastructure under norms of RTE Act are making the implementation difficult. Findings of many studies by various organizations have shown the poor condition of the quality of the teachers and infrastructures which have been given much emphasis in the Act.

In the light of the analysis of the challenges of the access, funding and quality it has been found that much have to do for attainment of the desired goals of Right to education Act.

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