INTRODUCTION

Right to Education Act: Its importance

Need of Education

Education is now widely valued not only for its intrinsic value in enriching the lives of individuals but also for its functional value in the development of the human capital of a nation (Uma, 2013). Educational investments on children have been shown to have high personal and social returns. The personal returns are associated with increased productivity and wages in adulthood and further non-pecuniary advances arising from the greater efficiency with educated individuals are able to gain and generate information (Rosenzweig 1995). The social premium to education over and above the personal value includes further productivity that increases from knowledge spillovers, gains in health for one generation that flow from gains in education for the previous, and the improved functioning of civic society and democracy. Widespread of education is not only helps growth through productivity effects, but also crucial to distribution of the gains from growth. Growth and development of the society for most of the people have basic education is most likely significant development of growth in society in which the educated are leading few. Also, there is widespread evidence of an intergenerational correlation in educational attainment (Becker and Tomes 1986), at least some of which is thought to be causal (e.g. Lleras-Muney 2001, Chevalier 2004). To the extent that the impact of parental education on child education is causal, there are significant knock-on effects of public investment in education. In other words, they payoff to policy immediately goes up because investments in education at any one time have a multiplier effect, yielding additional benefits in the future. In summary, education is a powerful tool for reducing poverty, unemployment and inequality, improving health and nutrition and promoting sustained human development led growth (World Bank 2004, p.69). One of the Millennium Development Goals (MDGs) agreed in September 2000 at a UN summit of world leaders is the achievement of universal primary education.

Education is equally important for both men and women for human development as well as economic progress. Moreover, attendance for boys and girls, this, of course, implies a complete closing of the gender gap. It is also required to complete primary school at cent percent those were in the grade-1 are reserved until grade-5. The Millennium Development Goals implied these terms impacts on recognition of the importance of basic (primary) education. Particularly in India, primary
education has historically been neglected by the state, with educational expenditures being concentrated on the tertiary sector (Dreze and Sen 1995). As a result, there are vast inequalities in educational attainment in India, a remarkable degree of illiteracy coexisting with frontier research in science and technology. A further reason in India that offers an interesting case study is that it exhibits prominent diversity in educational meters throughout the states that, in further work, we will exploit to consider more carefully the sorts of policy interventions that are likely to be effective. With India being such a large country, sample sizes available for statistical analysis are large, allowing more general pursuit of heterogeneity in the data- for example by religion (Muslims have lower educational attainment than Hindus) or by caste (scheduled castes and tribes exhibit lower educational attainment than the higher-castes). The National Family Heath Survey data show that, in India in 1998-99, the school attendance rate was 82.5 percent and the primary school completion rate was 61.7 percent. It is challenging, expect both of these rates to rise to 100 percent by 2020. The future prospect of every nation lies in the hands of children and illiteracy is one of the major hindrances for them. Towards attaining future prosperity of every nation, it is essential in need of universal schooling accompanied by quality, equity and accessibility that definitely can be a single big move. Education should be provided in such a way that ensures children can benefit from it. The Indian Parliament has been passed the Right to Education Act (RTE), which assures all children aged 6-14 years elementary education for 8 years. The provisions of Right to Education Act which have been implemented after the nine years of passage of bill have been examined in the present study.

**Education system before RTE Act: In brief**

Till the nineteenth century, education in India was an exclusive right available only to a small section of society (Aradhya N. and Kashyap, 2006). Under British rule, in spite of compulsory education laws, not much progress was made in this direction (Nalini Juneja, 2012). Post-independence, free education has given importance and provided place in Article-45 of the newly framed Constitution of India, which stated that “the State shall endeavor to provide free and compulsory education to all children until aged 6-14 years within a period of 10 years from the commencement of the Constitution,” (ChandraSekar, 2004). But nothing much happened towards universalization of elementary education. However, “Drawing from the vision of pandit Nehru and articulating of his themes, the Kothari Commission (1964-66) was set up to formulate a coherent education policy for India. As per the Commission, education was aimed to enhance productivity, development social and national unity, consolidate democracy, modernize
the country and develop social, moral and spiritual values. To achieve this, the main pillar of Indian education policy was free and compulsory education for all children upto the age of 14. On the basis of the recommendation of Kothari Commission, the former Prime Minister Rajiv Gandhi announced a new education policy viz National policy on Education (NEP) in the 1986”. Under this New Education Policy more than 90 percent of country’s rural population was within a kilometer of schooling facilities and more states had adopted a common education structure. New Education Policy 1986 reviewed in 1990 by a new constituted committee under the chairmen of Acharya Ramurthi.

Apart from these policies, in order to ensure quality education following initiatives have been developed.

- Operation Block Board (1987) scheme was initiated aiming at improving the human and Physical resources available in Primary School.
- Restructuring and reorganization of Teacher Education (1987) created a resource for the continuous upgrading of teacher’s knowledge and competence.
- Minimum levels of learning (1991) laid down levels of achievement at various stages and revised textbooks.
- National Programme for Nutrition Support to Primary Education (1995) provided a cooked meal every day for children in class I to X of all Government, Government aided, and local body schools. Providing mid-day meals in Primary Schools is that this makes the school environment less hostile for the child. Mid-day meals to educational advancement are to boost school enrollment. It also helps to counter caste prejudices and also foster gender equity, by reducing the gender gap in school participation.
- District Primary Education Programme (DPEP, 1993) stressed decentralized planning and management, improvement in teaching and learning materials, and school effectiveness. This programme is supported by the World Education Form at Dakar (2000) and the millennium developmental goals compelled India to think more in terms of a time bound mission mode of programmes aimed at universalizing elementary education.
- Sarva Shikha Abhiyan (SSA) is a flagship and comprehensive programme initiated by the Government of India during the Ninth five year plan across the Nation. Off-late it was realized that in this country for the first time such programme was launched in the sphere of education with community-ownership of the school system. It is Central Government
sponsored scheme for universalizing of elementary education in India, has being implemented on a sharing arrangement basis between central and the state in the ratio of 75:25. This Programme aims at

- Strengthening school infrastructure by constructing new building and updating the existing building,
- Providing teachers and also building their capacities through training,
- Seeks to provide quality education including life skills,
- Encouraging community participation in primary education by formulating Village Education Committees and involving them in planning and raising community contribution for primary education,
- It aims at bridging school, regional and gender gaps in literacy and primary education,
- It focuses on girl’s education and children with special needs,
- It seeks to provide computer education to bridge the digital divide.

Annual Status of Education Report, 2011 reveals that at the all India level, there has been some minimal progress in the percentage of schools complying with Right to Education norms on pupil-teacher ratio, from 38.9 percent in 2010 to 40.7 percent in 2011 (Annual Status of Education Report, 2011). The Rashtriya Madyamik Shikha Abiyan (RMSA), designed by Minister of Human Resource Development on lines of SSA, is expected to bring in the desired investments in Secondary Education and facilitate the process of universalizing secondary education in the country.

The Central Advisory Board of Education (CABE) set up a committee on decentralized management in 1993 to formulate the guidelines on decentralization reforms in education in the context of the 73rd amendment of the Constitution. According to these guidelines, the three tire Panchayat Raj Institutions would form committees at concerned levels to enhance the cause of primary education, the Village Education Committee (VEC) being the lowest at the village levels. After launching of the SSA in 2001, Village Education Committee (VEC) were sought to be introduced in every Gram Sadan (Village Council) areas of all the district of the each state and newly constituted in view of the changes in objectives and the target group of universal elementary education. The VEC, lowest level education committee in primary school gave ample scope to people participation in elementary education. This committee evaluates the all aspects
of elementary education in primary schools. This committee also gives their valuable suggestions for the betterment of quality education and much enrollment.

Among all the Schemes of Education, National Policy on Education, 1968 (MHRD, 1968) was the first official document which attested Indian Government’s commitment towards elementary education. This was further emphasized in the National Policy on Education, 1986 (MHRD, 1986). In the review of the policy in 1990 (Aradhya N. and Kashyap, 2006), it was recommended to include Right to Education as a fundamental right in the constitution, on the basis of which National policy on Education 1992 was formulated. In the meantime India signed the UN Convention on the Rights of the Child (CRC) in 1992, and initiated the process of adopting legislation to make education a fundamental right of the child. Inroads in this direction were already made in 1976 through amendment to the Constitution to enable the Government at the centre to also make legislation for school education, the power for which until then, had solely been in the hands of the state governments (Nalini Juneja, 2012).

The Supreme Court of India also emphasized the importance and given favourable judgments on Right to free education (Mohini Jain Vs State of Karnataka, Unnikrishnan, J.P. Vs State of Andhra Pradesh, and T.M.A Pai Foundation Vs. State of Karnataka). Finally, in 2002, the amendment of the Constitution of India made education a fundamental right, but qualified it by adding that the manner of this right would be as determined by a follow up consequential legislation. This follow up legislation referred to in the 2002 Amendment of the Constitution of India (the Constitution 86th Amendment). As a result the ‘The Right of Children to Free and Compulsory Education Act 2009’ (MHRD, 2009) passed by parliament in August 2009, and notified into force in April 2010. Based on the Right to Education Act, another subordinate legislation, Model Rules, were framed by the central government to provide guidelines to all the states/ union territories for implementing the Act (Model rules under RTE Act, 2009). In this context, after careful consideration, the State Government has decided to issue the Right of Children to Free and Compulsory Education Rules, 2010 for the State of Andhra Pradesh under the provisions of the Right of Children to Free and Compulsory Education Act,2009 (Central Act No.35 of 2009). It is one of states taking considerable efforts to provide education to children to overcome the problems of child labour, not enrolled and dropouts.
Need of Right to Education Act

In any country that needs development must embrace education and be ready to give its citizens the necessary support needed to overcome the stronghold of illiteracy. This support must also be sincere if a state is determined to detach itself from the negative grip and consequences of illiteracy. Education signifies light and where you find light, there is hope. The original constitutional pledge, at independence, was to ensure free and compulsory education for all children within ten years. It took 42 more years just to change the Constitution. The Supreme Court facilitated this process by declaring in 1993 that the state’s failure to provide education for all children was contrary to the Constitution. Right to Education (RTE) has been elaborately discussed in Article-45 of the directive principles of the State Policy of the Constitution, which is part of Chapter-IV of the Indian Constitution. The rights in Chapter-IV are not enforceable. In this context, there is certainly a need of Right to Education Act law in India that provides for the right of a child to compulsory, free universal basic education. The landmark legislation on this subject matter in India is the Right of Children to Free and Compulsory Education Act, 2009. For the first time in the history of India we have made this right enforceable by putting it in Chapter-III of the Constitution as Article-21. This entitles children to have the right to education enforced as a fundamental right.

Contemporary India’s education statistics make dismal-shocking news. Out of the estimated 200 million children who enroll annually in the nation's 900,000 primary schools 53 percent drop out before they make it into secondary education (Class-VIII). Of the remainder only 10 million enter institutions of tertiary education, of whom some 3 million graduate annually. It is hardly surprising considering that 20 percent of government primary schools are multi-grade teaching institutions; another one-fifth don't have a proper building; 58 percent can't provide safe drinking water, and 70 percent lack toilet and sanitation facilities. Moreover corporal punishment is ripe in India’s crowded classrooms, which boast the world's highest teacher-pupil ratio-1:63. The combined annual outlay of Central and State governments for education in India have never crossed the mark of 4 percent of GDP. Compare it with the global average spending of 5 percent of GDP per annum and 6-7 percent in the developed nations of the western world. The future prospect of every nation lies in the hands of children and illiteracy is one of the major hindrances for them. Universal schooling of children along with quality, equity and accessibility can be a single giant move towards achieving future prosperity of every nation.
Education should be provided in such a manner that ensures children can benefit from it. Therefore, Right to Education (RTE) has been passed by Indian Legislature to overcome the issues in primary education by way of free and compulsory education to the children in the ages of 6-14 years. The RTE Act that put on the responsibility on the Government for ensuring enrollment, attendance and completion of elementary education, is being the first and the best legislation in the world.

In India on 1st April, 2010, the Right of Children to Free and Compulsory Education Act (The RTE Act, 2009) has come into force. With the Right to Education Act coming into force, India has joined the league of over 130 nations in the world which have legal guarantees to provide free and compulsory education to children. All over the world, around 135 countries have constitutional provisions for free and non-discriminatory education for all as per the UNESCO’s “Education for All Global Monitoring Report 2010”. In India, the Right to Education law, providing free and compulsory schooling to children in the 6-14 year age bracket, education became as a fundamental right” (edufocus.blogspot.com, 2014. Right to Education Act)

With the new education act now operational, India has joined some 20 other countries including Afghanistan, China and Switzerland, which have laws guaranteeing free and compulsory education for eight years of elementary education. India’s neighbors such as Sri Lanka and Pakistan do not have any law providing free education, whereas Bangladesh and Myanmar have such provisions for a four-year-period, while Nepal has five years of compulsory schooling. According to the report, there are seven countries, including Romania and Brazil whose laws define seven years of compulsory education for a child, while five countries, including the Philippines and Georgia give children legal right to education for a period of six years. Saudi Arabia, UAE, Iraq and eight other countries have the provision of five years of free education for children. Besides, there are over 50 countries, including the United States, South Africa, Malaysia and a majority of Sub-Saharan African countries which do not have any constitutional provision to provide free and compulsory education to children. Moreover, some countries have achieved extraordinary progress in their education system and the number of children dropping out from schools has declined by 33 million worldwide since 1999.

**Right to Education Act: Background and Meaning**

Every child in India in the age group of 6 to 14 years has the right to get free and compulsory education. This is indicated as per the 86th Constitution Amendment Act added with
an Article-21A. The right to education act seeks to give effect to for the 86th Constitution Amendment. All the government schools located in India shall provide free education to all the children and the schools will be certainly managed by School Management Committees (SMC). Private schools shall provide admission at least 25 percent of the children in their schools without any fee. The National Commission for Elementary Education will be instituted to monitor all aspects relating to elementary education including quality.

**Constitutional Mandate-Right to Education**

In the Fifty-third Year of the Republic of India, a new Federal Right stated that “The state shall provide free and compulsory education to all children of the age 6 to 14 years in such manner as the state may, by law, determine”. This new Article-21A was inserted by the Constitution (eighty-sixth amendments) Act, 2002. Under Article-21A of the Indian Constitution, the Right to Free and Compulsory Education is a Fundamental Right. In 2009, the historic legislation of the Right of Children to Free & Compulsory Education (RTE) Act was enacted. In January, 2010, the Model Rules for the Right to Education which state governments will use (in total or with modifications) for their implementation of the Act were approved.

Since the inception of our Constitution in 1950, the right to education was kept under the category of the Directive Principles of State Policy. These directive principles act as important guidelines towards making laws to establish a welfare society with social justice in the country. Nevertheless unlike Fundamental Rights, these directive principles are non-justifiable rights of the people. But, there is a need to address inadequacies in retention, residual access, particularly of un-reached children, and the questions of quality. These are being the most crucial compelling reasons for the insertion of Article- 21A in the Constitution of India and the passage of the RTE Act, 2009 in the Parliament.

**The Constitution (Eighty-Sixth Amendment) Act, 2002**

The Constitution (Ninety-third) Amendment Bill, 2001 in the parliament introduced by the Government of India to make free and compulsory elementary education a fundamental right for children of the age group 6-14 years. Earlier the Government had introduced the Constitution (Eighty-Third) Amendment Bill, 1997, on the same subject. When the ninety-third Amendment Bill, 2001 was passed by the Indian Parliament, it became the Constitutional (86th amendment) Act, 2002.
The 86th Amendment (Annexure-9.2) inserted Article-21A, substituted Article-45 and added clause in Article-51A. The provisions made by the Amendment are:

**Article-21A:** This Article falls under the Fundamental Rights. Providing education to children between the age of six to fourteen years by the State was made mandatory though States were given flexibility (in such manner as the State may, by law, determine).

**Article-45:** Original Article-45 of directive principles of state policies of the Constitution incorporated the responsibility of the state to provide free and compulsory education to all children for the ages of 14 years by 1960. After the substitution, the Provision for early childhood care and education to children below the age of six years was responsibility of the State.

**Article-51A:** This article falls under Fundamental Duties. After the Amendment, a clause was added after clause (J), and the parent and guardian shall have to provide opportunities for child’s education from the age of six to fourteen years. Thus, the Amendment made it mandatory on the state to provide education for children between 6-14 years, before the age of six years the State should make provisions for education and parents/guardians were also taken into the ambit of providing education for children.

**Relevance of the Right to Education in Indian Context**

In India, the households with income level below poverty line, the only confidence for a prospect lies in education and ensuing empowerment. According to the Government of India data, such households come under below poverty line account for 27.5 per cent of India’s one billion-plus population. Puja Mondal stated that “Independent research and CRY’s reveals that the number of poor in India is closer to 70 per cent- those for whom day-to-day incomes from earnings barely cover livelihood expenses” (Puja Mondal, yourarticlelibrary.com). These mainstreams of Indians can be helped by the Constitutional Amendment in 2001, which stands with the assurances that liberal democracy of India will take responsibility for all its citizens. For growth and development of any nation, it definitely needs a strong base that can comprise of skillful work force and well educated youth. In this juncture, the current bill can become an asset in that regard if the Government can apply the 86th Amendment successfully with the help of the Act. The new law of Right to Education makes it mandatory of the state governments as well as local bodies to ensure that every child gets elementary education with eight years in a school in the neighbourhood. Its enactment will straightly benefit close to one crore children who
are not attending any schools at present. These children, who may be either dropped out from schools or have never been admitted in any educational institution, will be enrolled in schools.

Some Important Facts and Figures

The NFHS-IV data show that, in India in 1998-89, the school attendance rate was 82.5 percent and the primary school completion rate was 61.7 percent. It is challenging, a priori, to expect both of these rates to rise to 100 percent by 2015. Latest government estimates show 70 million children are out of school. These entire categories mostly come from India’s poorest sections—these persons cannot be forced to pay for schooling for education of their children. Assessments reveal that in India, the private education sector is valued at $40 billion (Rs 160,000 crore). For this purpose, needs to get Section-25 of the Companies Act amended by the Human Resource Development Ministry. The most developed economies in the world like the US, the UK and France has been allocating 6-7 per cent of their national budgets for the purpose of public education and health. In contrast, India is allocating just 3 per cent for education and around 1 per cent for health. When it made education a Constitutional right, at par with the right to life, it hardly befitted the spirit of the Constitution to take such a minimalist approach to child rights. Furthermore, during the year, the annual Budget of 2009-2010 also ratifies the minimalist approach, by not increasing the allocation of Sarva Shiksha Abhiyan (it remains same as in the previous year, at Rs 13,100 crore). To make any real impact on children’s lives, the country like India needs to spend at least 10 per cent of her Gross Domestic Product (GDP) on school education and health. Currently, the spending on schooling is 1.28 per cent of GDP only.

Paybacks of the RTE Act

The act has important provisions like year round admission, no screening test for admission, no documents, no capitation fees, easy transfer certificate, no detention, child centered education, no board examinations, no corporal punishment and mental harassment to children, age appropriate class, special training for children, amenities in schools, school management committees with most of them being parents, neighborhood schools, free education upto one to eighth class of 6-14 years of children, children with disabled can get education upto 8th class until 18 years, qualified teachers, quality of elementary education through comfortable teacher-student ratio, curriculum reform, improvement in evaluation methods and provides for 25 percent reservation in all private schools for economically disadvantaged communities in admission to class one. Moreover, apart from several provisions, approximately 22 crore children
fall under the age group 6-14. Out of which 4.1 percent i.e. 92 lakhs children either dropped out from school or never attend any educational institution. These children will get elementary education. Local and state government will ensure it through neighborhood schools (Dr. M.V. Mani Varma, 2014).

**Effect of RTE Act: Some indicators At a Glance**

Annual Status of Education Report (ASER, 2016) of Rural Areas of India shows the scenario of RTE Act indicators as follows:

### Enrollment in Schools

ASER 2016 (Rural) findings “At the all India level, between 2014 and 2016, enrollment increased for all age groups. Since 2009, enrollment for the ages of 6-14 has been 96 percent or above. This proportion raised from 96.7 percent in 2014 to 96.9 percent in 2016. Enrollment for the age group 15-16 has also improved for both boys and girls, rising from 83.4 percent in 2014 to 84.7 percent in 2016. However, in some states, the fraction of out of school children (age 6-14) has increased between 2014 and 2016. These include Madhya Pradesh (from 3.4 percent to 4.4 percent), Chhattisgarh (from 2 percent to 2.8 percent), and Uttar Pradesh (from 4.9 percent to 5.3 percent). In some states the proportion of girls (age group 11-14) out of school remains greater than 8 percent. These states are Rajasthan (9.7 percent) and Uttar Pradesh (9.9 percent). Joining them in 2016 is Madhya Pradesh (8.5 percent)” (.ASER 2016, Rural, http://img.asercentre.org)

### Reading Ability

Nationally, reading ability has improved especially in early grades in government schools. Nationally, the proportion of children in Class-IIIrd who are able to read at least Class-Ist level text has gone up slightly, from 40.2 percent in 2014 to 42.5 percent in 2016. This proportion shows substantial increases among children in government schools in many states: Punjab, Uttarakhand, Haryana, Chhattisgarh, Gujarat, Maharashtra and Telangana. All these states show an improvement of more than 7 percentage points since 2014.

### Children's Attendance

Children's attendance shows no major change from 2014. In 2016, ASER data indicates that 71.4 percent of enrolled children in primary schools and 73.2 percent of enrolled children in upper primary schools were present on the day of the visit. In 2014, these figures were 71.3 percent in primary schools and 71.1 percent in upper primary schools. As in previous years,
children's attendance varies considerably across the country. States like Himachal Pradesh, Punjab, Uttarakhand, Haryana, Nagaland, Mizoram, Gujarat, Maharashtra, Karnataka, Andhra Pradesh, Kerala and Tamil Nadu have attendance levels that are above 80 percent. But in states like Uttar Pradesh, Bihar, Manipur, West Bengal, and Madhya Pradesh, attendance rates range from 50 to 60 percent. Trends over time show that children's attendance in both primary and upper primary schools was higher in 2009 as compared to 2016. In 2009, attendance was at 74.3 percent in primary schools. The figure for 2016 is 71.4 percent. Similar data for upper primary schools shows a decline from 77 percent in 2009 to 73.2 percent in 2016.

- **Small Schools**

  The proportion of "small schools" in the government primary school sector continues to grow. The percentage of multi-grade classrooms has also increased. Of the government primary schools visited in 2016, close to 40 percent are "small schools" with a total enrollment of 60 children or less. 8.9 percent of the upper primary schools visited had a total enrollment of 60 children or less. In 2009, the percentage of government primary schools visited that were "small" was 26.1 percent. The corresponding number for upper primary schools was 4.5 percent. ASER also notes the proportion of children enrolled in Class-II and Class-IV who are sitting with other grades. This proportion has been going up over time. In primary schools, in 2010, 55.2 percent of Class-II classes sat with other grades. This figure has gone up to 63.7 percent in 2016. Similar trends are also visible for Class-IV. The proportion of classes in which Class-IV children are sitting with other grades increased from 49 percent in 2010 to 58 percent in 2016.

- **School Facilities**

  For the most part, improvement in school facilities continues. ASER records whether toilets are available and useable on the day of the visit. Since 2010, there has been significant progress in the availability of useable toilets. Nationally in 2016, 68.7 percent of schools visited had toilet facilities that were useable as compared 47.2 percent in 2010. In 2016, only 3.5 percent of the schools visited had no toilet facility. The proportion of schools visited where girls' toilets were available and useable has gone up from 32.9 percent in 2010 to 55.7 percent in 2014 to 61.9 percent in 2016. In four states, 80 percent or more schools visited had useable girls' toilets. These states are Gujarat, Rajasthan, Himachal Pradesh and Haryana. Drinking water was available in 74.1 percent of the schools that were visited in 2016, down from 75.6 percent in 2014. In 2010,
this figure was 72.7 percent. In four states (Bihar, Chhattisgarh, Gujarat and Himachal Pradesh), drinking water was available in 85 percent or more of schools. There has been no change in the availability of computers in schools since 2014. The 2016 figure is 20 percent as compared to 19.6 percent in 2014. However, some states stand out in terms of high provision of computers. In Kerala, 89 percent of schools visited had computers; this number was 75.2 percent in Gujarat, 55.1 percent in Maharashtra and 57.3 percent in Tamil Nadu. The proportion of schools with libraries has fallen from 78.1 percent in 2014 to 75.5 percent in 2016. However, children were seen using library books in more schools in 2016. In 42.6 percent of schools that were visited, children were seen using library books as compared to 40.7 percent in 2014

Significance of the Study

The elementary education system in India has been successful to some extent in achieving higher levels of funding, access, enrollment and infrastructure. However, high dropout rates, low attendance, universal, equitable and quality elementary education for all, continue to be a challenge” (Azim Premji Foundation, 2011). The history of RTE Act is a pathway contravention of Indian Education system to providing excellence elementary education to all. The RTE Act come into force on 1st April 2009 and nine years have already passed since implementation of the RTE Act in Andhra Pradesh but so far there has been some development only in terms of enrollment/basic plan but towards securing quality education in standings of student learning, the state has not achieved much. Same is the case with regard to its awareness and understanding among its various stakeholders. Hence, there is great scope and importance in studying the implementation of the RTE Act. Therefore, the purpose of this research study is to reveal the status of implementation of provisions of RTE Act in rural government schools in Chittoor district of Andhra Pradesh and to examine awareness and understanding of the provisions of RTE Act amongst teachers and other stakeholders. The present study findings are based on the field experience of the researcher in the school and observation/interaction with the teachers, parents and children in nearby government schools. The observations and opinions of the teachers, parents and children on various provisions of RTE Act helped in examining the status of implementation, awareness and understanding of the provisions of RTE Act.
**Need and Justification of the Study**

In rural India, most of the economically backward as well as disadvantaged group children are enrolled in Government Schools for getting free education. Therefore, present study is taken up to find out the status of implementation of various provisions of RTE Act 2009 in rural areas of Chittoor District of Andhra Pradesh, where Government Schools are playing crucial role in providing free education to the poor sections of community in significant portion. As the act was implemented with effect from 1st April 2010, states and UTs were supposed to take up preparatory activities in this regard. It is important to assess the level of preparedness to take effective steps for the implementation of the Act in the study area. It is also important to assess their readiness in implementing RTE Act. The readiness means awareness of stakeholders especially teachers and community to take advantage of the act. Teachers and Community awareness is a very important factor in making a programme a success. As such, the study also tried to explore steps taken up in the study area in this direction. Children from disadvantaged sections as well economically backward groups such as like Scheduled Caste / Scheduled Tribes / Below Poverty Line have some specific social-economic and cultural problems. Therefore special focus is needed to ensure RTE Act to the children of these categories. Thus, urgent steps in this direction are essential. In this backdrop, therefore, study explores the implementation of provisions of Right to Education Act, 2009 in the study area.

**Organization of thesis**

The present study is divided into eight chapters. The first chapter represents Review of literature. Methodology used for the present study constitutes the second chapter. Chapter three describes Development of Right to Education at International Context. Chapter four covers Genesis and Development of Free and Compulsory Education in Indian Context. The fifth Chapter examines the Right to Free and Compulsory Education Act, 2009, Chapter six covers with implementation Right to Education Act, 2009. Focus Group Discussions were discussed in seventh chapter. Finally, Chapter eight deals with Summary and Conclusions.