

# Study of Impact of Implementation of Right to Education on Various Social Infrastructure at School Level in Gandhinagar District

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## Abstract

Primary education forms the foundations of mental development throughout ones' life journey, and equips him/her with various types of conceptual and analytical skills, self-confidence and capabilities that facilitate and develop the path for a bright future for him/her. So, it is inevitable for nation builders and policy makers to bring to their attention on providing quality and value based education to all the people of the country, most importantly to the underprivileged and poor or weaker sections of the society and provide empowerment with better quality of education that will assist them to reduce the level of poverty and it will also support in building of a democratic nation, it had been the vision of the then leaders of the state to line up a policy which, could supply free and necessary education to youngsters between 6 to 14 years to achieve succeed in every sphere of life. The Government has declared objectives at intervals of every 10 years from the beginning of constitutions. Even after 70 years of freedom we couldn't achieve that much what we have thought to achieve with the help of provisions like Right to Education. Present Paper is an attempt to understand the impact of implementation of Right to Education on various Social Infrastructure allied with education. Data for this research is collected from teachers of various schools in Gandhinagar District.

**Keywords:** Right to Education, Social Infrastructure, Education, Teachers' Perception

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## Introduction

The evolution of the Right to Education Act can be derived from early into 1911, once Gopal avatar Gokhale, associate Indian freedom crusader, given the Free and needed Education Bill in the Imperial Legislative Assembly. The Acharya Ramamurti committee wished the first official recommendation for the inclusion of an elementary right to education in 1990. Once that, several political changes influenced the course of free and obligatory education (CCS; CSF 2013). The Right to Free and required Education for Children Act 2009 has had a protracted history, subjected to numerous rounds of heated dialogue and philosophical and linguistics alterations.

The bill, introducing free education initial written in 2003, and a rewritten by the same Central advisory board of Education (CABE) and presented to the MHRD (Ministry of human resource and development) in 2005. Among the succeeding years, a democratic methodology of inviting comments from members of the final public yielded several utterly totally different drafts of the bill until finally, in 2008, the Union cabinet sealed its seal of approval on that and given it before the 'Rajya Sabha' that passed it in July 2009. The bill then proceeded to the 'Lok Sabha', wherever it absolutely was passed in August 2009. The president and also the MHRD minister gave consensus, and in 2010, the act was implemented by the central government (Centre for Civil Society).

The impact of the RTE Act can be effectively understood from the particular undeniable fact that country has the

foremost number of illiterate adults within the world at thirty-seven per cent of the worldwide total within the year 2014. This shows the distinction that also exists with regards to the access to education within the nation, this leads to the revelation of the fact that Right to Education Act have didn't aimed at the specific segment of the society who would like it the most. With regard to this step with UNESCO's eleventh Education for All (EFA) international observing Report 2013-14, the poorest young females in the country are projected to achieve universal level of education alone by 2080, whereas the richest young women within same state have already achieved it. There has been a rise at intervals the enrollment rates in schools, quality of learning has been diminishing. Varied reports and studies reveal that there has been a decline in learning outcomes since the enactment of RTE Act. This has also been verified by The Annual standing of Education Report (ASER) 2014 by education non-profit NGO, that clearly spells out that learning outcomes in reading, writing and arithmetic in state-run colleges is poor. At this point, we'd choose to divert our attention from enrollment rates, infrastructure etcetera to learning outcomes to verify the young generation get access to quality education.

### Literature Review

M.P. Jain (2010), has undertaken study of various provisions of the different aspects of constitution of India. The author has analysed that Article 21A of the Indian Constitution has resulted in to increase in freedom to get education and which has ultimately led to enhanced quality of life of the people in the country. The study also suggest that court has also mentioned that people of India have certain fundamental rights like privacy, clean environment, and education as well. Education must be free and compulsory to all the children between the age of 6 to 14 years.

Dr. Surjit Singh Paur (2012) has studied that education is one of the most supreme tools that helps in development of individuals as well as nation. Right to education was added as one of the fundamental rights under Indian Constitution that brought into the 86<sup>th</sup> amendment took place in 2002. Right to education suggest free and compulsory education to all the underprivileged individuals between the age group of 6-14 years. Like other acts this act also faced many problems and challenges that needs to be discussed and understood for the better and result oriented implementation of Right to education.

Ashutosh Bairagi, Ashish Shrivastava (2013) have studied all the judicial decisions, policies and schemes etc in context to Right to education. The authors have also studied the nature and scope of Right to Education as a legal tool to be used to bring social and economic equality by providing equal educational opportunities. The authors are of the opinion that Right to education lack proper implementation across the country. This paper had put an effort to understand various facets of a rights-based model of school education.

Shiv Kumar, Krishna Kumar Pathak (2015) have said that every parent of the society must be very conscious and focused as far as education of their children is concerned. According to this stud, every parent must understand various provisions of Article 45 of the Indian constitution, which suggest free and compulsory quality education to all the children no matter they come from what type of socio-economic background. This study also suggests that parents of physically and mentally handicapped and socially and economically backward should take more benefit of provision of RTE. If such kids are educated then it will also lead to enhance their confidence and personality for better future of country.

Dr. Pradip Debnath (2018) has suggested that every teacher and parents in the country must be aware and informed about various provisions and callused of Right to Education Act 2009. Such awareness and information of parents and teachers will help in increase of use of free and compulsory education. This paper also suggests that, spreading awareness for various provisions of RTE should not be limited upto parents and teachers, it must be taken very seriously into the role and responsibility of the policy makers and certain NGOs too. This study focuses on the benefit of the spread of RTE with reference to building of individual personality and character building that will also help in building nation.

Durga Devi & Raman Sharma (2020), has said that power of education should not be ignored or neglected. This paper suggest that education is very important and powerful tool that will help in development of a great nation. Article 21 A of the Indian Constitution has mentioned certain provisions that will lead to availability of various fundamental rights for the betterment of country and people of the country. Likewise all the other rights available to all the citizens of the country, free and compulsory education as a right is also very critical to maintain and grow for individual and society as well. This of in this article focused oes n the education is a extra ordinary tool for the development of the world. In Indian constitution have various provisions to ensure that provides education to all its citizens. The right to education is a fundamental right under Article 21A of the constitution it provides that “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may, by law, determine”. Education is the pious obligation of the human society it is essential social transformation. The purpose of education is not only preparing child to mere pass paper but also make them responsible citizen.

### Research Objectives

Major objectives of the present research are as follows

- 1) To Understand Impact of Implementation of Right To Education
- 2) To Study Level of Change in Enrollment Rate in Primary Schools due to Implementation of RTE
- 3) To Analyse level Improvement in school Infrastructure due to implementation of RTE
- 4) To Study Change in Student Teacher Ratio Due to Implementation of RTE

### Hypothesis

H0: There is No Significant Impact of Implementation of Right to Education on various Indicators of Education

H1: There is Significant Impact of Implementation of Right to Education on various Indicators of Education

### Research Methodology

- **Research Design:** Descriptive Design
- **Contact Method:** Researcher Administered Survey
- **Sample Size:** 150 Primary Teachers of Gandhinagar District
- **Sampling Method:** Non-Probability convenience sampling
- **Research Instrument:** 5 Point Liker Scale Questionnaire

### Data Analysis and Interpretation

One of the main research objectives of this study was to how and at which extent various Indicators of Social change being influence due to implementation of Right to education. In this study, there are three major dependent variables like Enrollment Rate of students, Improvement in School Infrastructure and Student – Teacher Ratio and One Independent variable i.e. Implementation of RTE.

#### 6.1 Enrollment Rate and Implementation of RTE

The relationship between Enrollment Rate factor and Implementation of RTE was examined using OLS method of estimation in simple linear regression. In the simple regression Average score of the Enrollment Rate factor inserted as the independent variable and Average Implementation of RTE treated as the dependent variable.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982 <sup>a</sup>	.953	.920	.45443
a. Predictors: (Constant), Enrollment Rate factor				

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	353.489	3	353.489	455.475	.000 <sup>b</sup>
	Residual	348.447	146	.287		
	Total	530.355	149			
a. Dependent Variable: Implementation of RTE						
b. Predictors: (Constant), Enrollment Rate factor						

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.252	.303		32.239	.000
	Enrollment Rate factor	.540	.027	.722	25.758	.000
a. Dependent Variable: Implementation of RTE						

The model summary of Enrollment Rate factor and Implementation of RTE is given in Table and it shows the coefficient of determination ( $R^2$ ) under model which is 0.953 which meant the Enrollment Rate factor explained 95.3 percent of the variations in Implementation of RTE.

The ANOVA Table is used to assess the overall significance of the regression model. In Table, the F-value (455.475) and the p-value is 0.000. This meant that model is significant as p-values less than 0.05 at  $\alpha = 0.05$  level, so it provides enough evidence for the significant of the model.

Further Table provides the coefficient of the model. According to the table t it can be said that Enrollment Rate factor is significantly influence on the Implementation of RTE with the standardized beta weight of 0.722.

### 6.2 School Infrastructure and Implementation of RTE

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987 <sup>a</sup>	.954	.945	.52544
a. Predictors: (Constant), School Infrastructure				

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	305.844	3	305.844	272.285	.000 <sup>b</sup>
	Residual	205.282	146	.592		
	Total	530.355	149			
a. Dependent Variable: Implementation of RTE						
b. Predictors: (Constant), School Infrastructure						

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
3	(Constant)	3.455	.352		30.939	.000
	SCHOOL INFRASTRUCTURE	.477	.054	.487	35.403	.000
a. Dependent Variable: Implementation of RTE						

The model summary of Implementation of RTE and School Infrastructure solution, Table shows the coefficient of determination ( $R^2$ ) under model which is 0.954, which meant the School Infrastructure explained 95.4 percent of the variations in Implementation of RTE.

The ANOVA Table was used to assess the overall significance of the regression model. In Table, the F-value (272.285) and the p-value were 0.000. This meant that model is significant with p-values less than 0.04 at  $\alpha = 0.04$  level that provide causal relationship between SCHOOL INFRASTRUCTURE and Implementation of RTE.

The study examines the significance influence of School Infrastructure on Implementation of RTE. Table provides the evidence for that as the p value which is 0.0000, is lesser than the level of significant. As the p value is less than the significant level so it can be rejected the null hypothesis and conclude than School Infrastructure is significantly make impact on Implementation of RTE.

### 6.3 Student Teacher Ratio and Implementation of RTE

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.988 <sup>a</sup>	.970	.950	.45025
a. Predictors: (Constant), Student Teacher Ratio				

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
3	Regression	354.404	3	354.404	484.355	.000 <sup>b</sup>
	Residual	344.553	146	.283		
	Total	530.355	149			
a. Dependent Variable: Implementation of RTE						
b. Predictors: (Constant), Student Teacher Ratio						

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.455	.093		34.770	.000
	Student Teacher Ratio	.535	.024	.728	24.390	.000
a. Dependent Variable: Implementation of RTE						

The model summary which is shown in the table provides the information regarding coefficient of determination of the model and which is .970, it means that Student Teacher Ratio explained 97.0 percent of the variance in Implementation of RTE.

The ANOVA Table was used to assess the overall significance of the regression model. It shows p value 0.000 which is statistically significant at 5% level of significant. The study examined the significance of Student Teacher Ratio in Table. Student Teacher Ratio have p-value of 0.000 which is significant, and the regression weight of Student Teacher Ratio is 0.728.

### Conclusion

Present study is an Empirical in nature and was carried out with an intention to understand impact of effective implementation on various indicators of education and social infrastructure. To make Right to Education achieve its goal it's imperative to study effectiveness of its implementation. Moreover, Right to Education doesn't only limit up to providing Education but it also focuses on improvement in various facets of education like quality, reforms infrastructure, holistic development of student etc. This study concludes that an effective implementation with robust monitoring of the different aspect of the implementation of act will lead to dramatic changes on social and economic front in the country. Present research suggest that machinery of the state and central Government should look forward to develop and implement effective control measures for implementation of RTE and various socio-economic reforms can be witness.

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