

**2ND NLUJ RIGHT TO EDUCATION
PAPER PRESENTATION &
DISCUSSION SERIES**
**by Legal Aid and Awareness Committee,
National Law University, Jodhpur**

TEAM CODE: 035

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ABSTRACT

The Right to Education (RTE) Act, enacted to provide free and compulsory education to children, plays a crucial role in bridging educational disparities. Despite the Act's mandate, significant gaps persist between policy and practice, affecting the quality of education delivered in these schools. This report critically examines the effectiveness of the RTE Act, highlighting the systemic gaps and assesses its implementation through an observational and qualitative survey of five government schools in Delhi NCR. Using structured interviews, direct observations, and informal student feedback, the research examines key aspects such as infrastructure, pupil-teacher ratios, resource management, and inclusivity.

The findings reveal several challenges, including the shortage of non-teaching staff that forces teachers to manage administrative tasks, reducing their focus on academic instruction. Moreover, disparities in pupil-teacher ratios lead to overcrowding in some schools and inefficiencies in others. Sanitation and drinking water facilities also require urgent improvements to ensure a safe and hygienic learning environment.

The Right to Education Act has undeniably brought significant progress in ensuring educational access, yet persistent challenges need urgent attention. To address these shortcomings, the study recommends optimizing teacher distribution, enhancing infrastructure maintenance, and ensuring well-equipped libraries and sports facilities. Schools should also prioritize accessibility for children with special needs by improving inclusive infrastructure. Strengthening administrative efficiency and enforcing RTE compliance are crucial for translating the Act's promise into tangible educational outcomes. This report underscores the necessity of a multi-stakeholder approach involving policymakers, educators, and civil society to bridge the existing gaps and create a truly inclusive and equitable educational environment. Only through collective efforts, can the promise of universal education be fully realized, shaping a brighter future for every child.

INTRODUCTION & SIGNIFICANCE OF SURVEY

Education serves as the cornerstone for social and economic development, recognized globally as a fundamental human right. Its importance lies in its ability to empower individuals, reduce inequality, and foster sustainable development. In India, the recognition of education as a fundamental right marks a significant shift towards equitable access to opportunities for all, particularly for marginalized groups. The journey towards this recognition has been shaped by the country's evolving education policies and reform efforts.

The historical evolution of education policies in India reveals a steady progression toward inclusive and universal education. Post-independence, the Constitution of India highlighted the need for free and compulsory education under Article 45 of the Directive Principles of State Policy. Subsequent milestones, such as the National Policy on Education (1986) and its modification in 1992, underscored the urgency of improving access and quality. However, it was the 86th Constitutional Amendment in 2002 that solidified the legal mandate for free and compulsory education, leading to the enactment of the Right to Education (RTE) Act in 2009.

The RTE Act is a landmark legislation that guarantees free and compulsory education to children aged 6 to 14 years. Its objectives include ensuring equitable access to quality education, bridging gender and social gaps, and improving infrastructure in schools. Key features of the Act include mandatory reservation of seats in private schools for disadvantaged

groups, prohibition of physical punishment and mental harassment, and specification of minimum teacher qualifications and pupil-teacher ratios.

This survey report delves into the implementation and impact of the RTE Act, examining critical themes such as access, equity, quality, and challenges faced by stakeholders. It highlights the successes in increasing enrollment rates and reducing dropout rates while also addressing persistent gaps in infrastructure, teacher training, and learning outcomes.

By contextualizing the importance of education as a right and tracing the evolution of policy frameworks, this report aims to offer insights into the progress and shortcomings of the RTE Act's implementation. It underscores the need for sustained efforts and policy innovations to ensure that the constitutional promise of education as a fundamental right translates into a lived reality for all children in India. Through a comprehensive analysis, the report serves as a vital resource for policymakers, educators, and advocates dedicated to achieving universal education.

METHODOLOGY

This study aimed to examine the implementation and implications of the Right to Education (RTE) Act, 2009, by conducting an observational and qualitative analysis of five government schools across Delhi NCR. The research was carried out as part of an N L U J, Right to Education Paper Presentation & Discussion Series, with permission granted by our college and the competition governing authority. The purpose of the study was to evaluate the implementation of the RTE Act.

The study employed a qualitative as well as quantitative approach supplemented by observations and interviews to evaluate the extent of the RTE Act's implementation. The key areas of focus included student enrolment patterns, infrastructure adequacy, adherence to inclusive education policies, and teacher-student ratios. The selection of schools aimed to ensure diversity in geographic location, infrastructure quality, and student demographics, allowing for a comprehensive understanding of the Act's practical implications.

Our research team consisted of five members, each assigned specific roles to ensure efficiency in the data collection process. Responsibilities included mediating with school authorities,

conducting structured interviews, recording observations, and managing logistics. By delegating tasks, we were able to maintain focus and effectively tackle challenges encountered during the study. We followed a mixed approach of study i.e. Empirical study with Doctrinal research. We started with analysis of various research paper and journal articles available in the online domain to gain a perspective about how to approach the research.

Before initiating fieldwork, we secured permissions from both our college and the competition governing authority. Formal letters and emails were sent to the selected schools, informing them of the study's purpose and requesting their cooperation. The schools were chosen based on predetermined criteria to represent a diverse cross-section of the Delhi government school system.

Despite having the necessary permissions, the process of accessing schools presented a significant obstacle. Several school administrations were reluctant to grant us entry, citing procedural concerns or a lack of prior communication from higher authorities. On numerous occasions, we faced delays or outright refusals to our scheduled visits. This led to repeated follow-ups with school management and necessitated adjustments to our schedule.

Additionally, logistical challenges compounded the difficulties. The extensive travel required to reach schools located across various parts of Delhi was both time-consuming and physically demanding. Many of the selected schools were in remote areas with limited public transportation options, further complicating our efforts.

A major breakthrough in our data collection process came from leveraging personal and professional connections. While formal permissions often proved insufficient, personal outreach to individuals within the school systems facilitated access. In some cases, connections within the education community helped us to avoid administrative hurdles and enabled us to interact with teachers, staff, and students.

The data collection process utilized a combination of the following methods:

- **Structured Interviews:** Teachers, administrators, and other school staff were interviewed using a pre-designed set of questions given by the competition governing authority. The aim was to gather insights into their understanding and implementation of RTE provisions, including free and compulsory education, inclusivity, and infrastructure requirements.

- **Observation:** During our visits, we observed various aspects of the schools, including classroom dynamics, facilities, and teaching methods. This allowed us to assess the alignment between the schools' practices and the objectives of the RTE Act.
- **Informal Student Feedback:** Informal discussions with students provided a ground-level perspective on how the Act influenced their educational experiences. This feedback helped us to understand challenges like dropout rates, access to resources, and inclusivity.

Conducting research across multiple locations in Delhi NCR required substantial travel and coordination. The team made repeated trips to schools in different districts, often spending hours commuting. Despite the logistical strain, the team maintained a strong commitment to the study's objectives, ensuring comprehensive data collection, wherever possible.

Throughout the study, the team adhered to ethical research standards. Participants were informed of the study's purpose, and their consent was obtained before any data was collected. Anonymity and confidentiality were ensured for all participants, particularly students, to foster honest and open communication.

The obstacles encountered during this process underscored the gap between policy and practice. The reluctance of school administrations to permit access, despite official permissions, highlighted systemic inefficiencies and the lack of clear communication channels within the education sector. These challenges required the team to remain adaptable, resourceful, and persistent.

While these barriers initially hindered progress, they also offered valuable insights into the administrative hurdles faced by schools in implementing government policies like the RTE Act. Our team's perseverance in the face of these challenges ensured that the study remained focused on its objectives.

In spite of significant challenges, our study successfully collected valuable data on the implementation of the RTE Act in five government schools in Delhi. By leveraging connections, adapting to unexpected obstacles, and maintaining a clear focus on the research objectives, the team was able to gain meaningful insights into the Act's real-world implications.

This experience not only highlighted the complexities of field research but also reinforced the importance of resilience, teamwork, and ethical practices in conducting studies on public policies. Our findings contribute to a deeper understanding of the successes and challenges of

the RTE Act's implementation, offering valuable perspectives for future research and policy development.

FACTS & FINDINGS

The Schedule of the Right to Education Act, 2009 lays down norms and standards for a school.

Infrastructure

According to the Schedule of the Right to Education Act, 2009, the school infrastructure should have an all-weather building consisting of—

- (i) at least one class-room for every teacher and an office-cum-store-cum-Head teacher's room*
- (ii) barrier-free access*
- (iii) separate toilets for boys and girls*
- (iv) safe and adequate drinking water facility to all children*
- (v) a kitchen where mid-day meal is cooked in the school*
- (vi) Playground*
- (vii) Arrangements for securing the school building by boundary wall or fencing.*

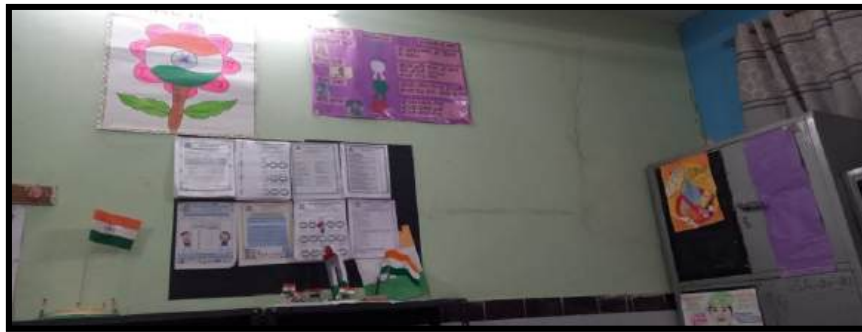
This lays down norms and standards relating to building and infrastructure. A good school infrastructure is necessary because it provides a conducive learning environment for students by offering necessary amenities, ensuring safety, promoting comfort, and ultimately contributing to improved academic performance and overall student well-being; it also helps motivate teachers by providing a positive space to work in.

A survey of five schools was conducted to assess their compliance with the infrastructure requirements outlined in the Right to Education Act, 2009. All schools reported *pucca* buildings, indicating sturdy construction with baked brick or stone walls.

The number of rooms across the surveyed schools showed significant variation, with some institutions having a well-developed infrastructure, while others operated with minimal space. The highest count of rooms was recorded in a well-established central government-run school,

boasting 54 rooms, whereas a smaller primary institution had only seven. In general, the availability of classrooms was adequate, but only a select few schools maintained a strict one-classroom-per-teacher policy, ensuring optimal learning conditions.

Head teachers were appointed in four of the surveyed schools, though designated office spaces for them were lacking in certain cases. Some schools operated without separate rooms for administrative use, which occasionally led to space constraints. Additionally, minor repairs were identified in three institutions, affecting up to five classrooms, though these issues did not significantly disrupt daily activities. Encouragingly, none of the surveyed schools reported major structural damages, ensuring that learning environments remained largely functional and safe for students and teachers alike. These findings highlight disparities in infrastructure and resource allocation, underscoring the need for focused improvements to provide equitable and conducive learning environments across all schools, to align fully with RTE standards.



The picture is from the principal's office. Some minor cracks on the walls are visible. However, they are not dangerous as far as the structural stability of the school building is concerned.



One of the classroom's in school.



School building with baked brick walls/stone walls and roof top with slab or wooden/iron girders or tile.



Headmaster's room



Smart Classrooms



The classrooms have both a blackboard and an E-Board to facilitate students learning.

Securing the School: Boundary Wall and Fencing

According to the survey data, in all the 5 schools there is a well-defined boundary wall which secures the school. Majority of these schools also have concertina coils; these wires are enabled with advanced security features and restrict trespassers from barging into the schools. It is important to carefully control who enters the premises of the school to minimize the risk of unwanted intrusions and ensure that both the staff and the students can focus on learning and growing without fear or any kind of threat.



The Boundary Walls with concertina coils of the schools.

Blocking any unauthorised visitors from accessing the premises keeps staff and students safe and prevents children from walking off the premises and putting themselves in unnecessary dangerous situations such as walking onto a busy road.¹

In India, a common problem is uncontrolled movement of domestic animals. Animals like dogs and monkeys pose a risk for bites and rabies, and other injuries or diseases to staff, students and teachers. Animal waste lying on the school grounds can contaminate the school environment and they can harm the school property by scratching on the surface or digging up holes in the ground. Wandering animals can cause distraction and fear while in school premises leading to disruption in studies.

When students are safeguarded by the boundary wall or fencing, only a handful authorised visitors are entertained and any unwarranted intrusions are obstructed. A well-defined school environment fosters a strong sense of community among students, teachers, and staff which promotes positive social interactions and a supportive learning atmosphere. The lack of threat to the safety makes the learning environment dynamic and interactive and also makes the students responsible towards their studies.

Library

The survey explored the availability and quality of library facilities in five schools to assess their adherence to the Right to Education Act, 2009. Among these schools, the availability and management of library resources differ across the surveyed schools. While some institutions

¹Suddenstrike Ltd., Why Security Fencing Schools Are So Important, LinkedIn Pulse (last visited on January 13, 2025), <https://www.linkedin.com/pulse/why-security-fencing-schools-so-important-suddenstrike-ltd-i7lse>.

had well-stocked libraries with a diverse collection of textbooks, storybooks, and magazines, others faced limitations in terms of resources and record-keeping practices. One school had a comprehensive library that included newspapers, magazines, textbooks, and storybooks, ensuring a well-rounded selection for students. This school also maintained proper issuance records, with the latest recorded transaction dated January 13, 2025.

Another school provided magazines, textbooks, and storybooks but lacked newspapers. Despite keeping book issuance records, no specific dates were mentioned. In contrast, a different institution offered magazines and storybooks but did not have textbooks or newspapers, though it did maintain issuance records without specifying dates. One of the schools had a library with magazines, textbooks, and storybooks but did not include newspapers and did not track book issuances. The variation in library facilities highlights the need for standardized library resources and consistent record-keeping practices to ensure equitable access to learning materials for all students.

Overall, while all schools have some library facilities, there is room for improvement, particularly in maintaining proper records and expanding the range of resources, such as newspapers and textbooks. The findings indicate a need for greater attention to library infrastructure and resource management to enhance student learning and comply with the standards set under the RTE Act.



There is no proper library. However, a shelf/corner has been dedicated for storing books for student's reference.



The Reading corner

Washrooms

The school in which the survey was conducted, the condition of the washrooms was neat and clean. They were usable by the students and were not locked. However, it was observed that there were no assigned washrooms for children with specific needs.

School restrooms play a fundamental role in a student's daily life, providing them with the essential privacy and facilities they need.²

Providing accessible facilities allows all students easy access to correct hygiene, something indispensable for health and well-being. Students feeling comfortable going to the restrooms are better able to focus on their studies and actively participate in school activities. By investing in accessible toilets, government schools can make their learning environment more inclusive and supportive.

² Idral.it, "Accessibility and Inclusivity in School Restrooms," (last visited January 14, 2025). <https://www.idral.it/en/accessibility-and-inclusivity-in-school-restrooms/>

Every student deserves to feel comfortable and safe when using school facilities, this is especially true for students with disabilities, who may face unique challenges.³

Washrooms demonstrate to students that they can be independent and confident. If students can go to the bathroom without help, they will feel and study better in school and because of this, the accessible bathrooms benefit the whole school community in a more massive way. Schools are observed to be committed to inclusivity when facilities are in place for people, including those with disabilities. Accessible bathrooms help in developing the feeling of independence and dignity of students and staff who struggle otherwise with limited access to essential facilities. This helps promote an inclusive atmosphere, and morale goes up in the entire school, leading to a more supportive and compassionate community for students, staff, and visitors alike.

Playground

The availability and condition of playgrounds vary significantly among the surveyed schools, impacting students' opportunities for physical activity. Some schools have designated playgrounds separated from other areas by small boundaries lined with trees, offering students access to swings and open play spaces. However, maintenance issues such as inadequate grass upkeep and the need for repairs to water pumps have been noted in certain institutions.

Other schools primarily rely on cemented open spaces for recreational activities, though they do provide students with access to sports equipment. A few institutions stand out for offering dedicated playgrounds with a variety of sports equipment, such as skipping ropes and badminton rackets, ensuring students have diverse options for physical exercise. One school, in particular, is distinguished by its well-maintained grassy playground, bordered by trees, and ensures students receive adequate sports gear.

While all schools allocate some space for recreation, disparities in infrastructure and maintenance impact the overall quality of play areas. Addressing these gaps through improved upkeep, expansion of green spaces, and enhancement of sports facilities would create a more engaging and beneficial environment for students, promoting their physical well-being and overall development.

³Rosarium Health, Accessible Bathroom Modifications for School Facilities, Rosarium Health Blog (last visited January 14, 2025), <https://www.rosariumhealth.com/blog/topics/home-modification-info>



Boundary separating the concrete area from the playground. There are trees lining this boundary as well.



Swings in the school playground



Some schools have a proper dedicated playground with green grass however, in some

schools, open cemented areas function as playground for students.



Sports Equipment

Drinking Water Facility

The provision and hygiene of drinking water facilities vary across the surveyed schools, affecting students' access to clean and safe water. Some schools have designated drinking water stations with multiple taps, but maintenance issues such as leaking taps and poor cleanliness in the surrounding area have been observed. In certain cases, minor structural repairs are needed to improve the overall hygiene and functionality of these water stations. Additionally, while students in some schools are permitted to use the teachers' water supply, the hand wash facilities remain either insufficient or not fully operational.

Other schools provide water coolers to ensure access to clean drinking water, but maintaining hygiene in these areas remains a concern. However, some institutions have successfully managed to keep their drinking water stations and hand wash facilities in good condition, offering both cleanliness and functionality. Schools with well-maintained water coolers and hygienic surroundings set a positive example for others.

While access to drinking water is generally ensured, there is a clear need for improvements in sanitation, regular maintenance, and the functionality of hand wash facilities. Enhancing these aspects will contribute to a healthier school environment and promote better hygiene practices among students.



Drinking water facility in the school.



Water Station with multiple taps





Poor cleanliness and hygiene issues.

The Quality of Teaching

While conducting the survey, it was observed that in three out of the five schools surveyed there is no non-teaching staff. The survey conducting team was informed by one of the teachers that non-teaching staff are not appointed in many primary schools, however, they are appointed for almost every secondary schools. The number of non-teaching staff appointed in one of the schools is one, with 54 rooms to handle which is not optimal.

If non-teaching staff are not appointed in schools, it can negatively affect teaching standards. Teachers are often engaged in non-teaching jobs like record-keeping, collecting fees, preparing classrooms, or even working as clerks. This diverts away from or effectively disqualifies them for teaching. Lack of support staff leads to many issues like poor classroom maintenance (cleanliness, supplies), that can become a distraction and could create an unsanitary learning environment.

Concerns about security may arise if there is not an adequate number of security personnel. Teachers begin to assume primary responsibility for basic administrative work done by non-teaching staff members (i.e., keeping an attendance record, library management), which can cause inefficiencies and delays in school operations which can lead to increase in stress and dissatisfaction. These, in turn, affect the quality and quantity of instructional time, negatively impacting the learning environment.

If teachers are involved in administrative work instead of teaching, less time is spent directly teaching and engaging the students. There will naturally be a rush to cover materials, the depth

of exploration into various concepts will also decrease and this will lead to poor student engagement. The administrative duties often interrupt the flow of the lesson, resulting in disrupted learning, spacing out, and forgetting study materials. Teachers will not easily give individual attention or support to students when they aren't so actively involved in teaching as a result of being drawn from administrative duties. A balance must be established to allow teachers to return to their core role of providing quality education for their students.

The Pupil Teacher Ratio in schools vary drastically. There are excess teachers in two schools with their ratio around 28. However, two schools also have a smaller number of teachers than required with their ratios above 40. Hence, in only one school, the Pupil Teacher Ratio is appropriate. When there are excess teachers, it can be difficult to justify that number. The management of the teachers becomes a complex task. It can deviate the attention away from the core educational functions. Teachers might feel insecure about their positions that can result in impulsive decisions by them affecting the effectiveness of the learning environment.

In many government schools, there are less teachers than required. As a result, a single teacher is handling more than 40 students that adversely affects quality teaching.

Within a large-class context, catering to students' diverse learning styles and paces can become overwhelming even for a good teacher. Teachers may find it hard to provide different levels of support for learners who need extra help, as well as for advanced learners in the same classroom. Students can also feel shy or intimidated about asking questions or sharing their views in a competitive environment. Furthermore, managing students' behavior in a large classroom can become problematic, taking away from the important time the teacher should devote to direct instruction. For many teachers, a large class can be stressful, thus leading to increased levels of anxiety, disillusionment, and, ultimately, burnout. Generally speaking, larger class sizes lead to undesirable academic achievement on the part of the students, especially when it comes to learning subjects that require active engagement and individualized attention. In conclusion, large classes offer varying challenges to effective teaching. Therefore, teachers are often compelled to go that extra mile towards providing the full educational experience to all their students.

MAJOR ISSUES IN IMPLEMENTATION

The implementation of the Right to Education (RTE) Act, 2009, faces several challenges, particularly in ensuring compliance with infrastructure norms. One of the key issues is the disparity in school infrastructure, with significant variations in the number of classrooms, availability of head teacher offices, and maintenance of existing structures. While some schools adhere to the one-classroom-per-teacher standard, others struggle with limited space, affecting the quality of education. Additionally, minor structural repairs are needed in several institutions, which, if left unaddressed, could hinder the learning environment.

Library facilities also exhibit inconsistencies, with some schools maintaining well-stocked collections and proper issuance records, while others lack essential resources such as newspapers, textbooks, and record-keeping systems. This uneven distribution of learning materials limits students' access to knowledge beyond their textbooks, impacting their overall academic development.

Similarly, playground facilities vary widely, with some schools providing well-maintained green spaces and sports equipment, while others rely on cemented open areas with minimal resources. The lack of proper maintenance, including inadequate grass upkeep and faulty infrastructure like broken water pumps, reduces opportunities for physical activity, which is crucial for students' overall well-being.

Another significant challenge is the provision of safe and hygienic drinking water. While some schools ensure clean and well-maintained water facilities, others face issues such as leaking taps, unclean surroundings, and insufficient hand wash stations. Poor sanitation not only affects students' health but also undermines basic hygiene practices that are essential for a conducive learning environment.

Overall, while the RTE Act has established clear infrastructure standards, the inconsistency in implementation highlights gaps in resource allocation, maintenance, and monitoring. Addressing these issues through better planning, funding, and regular assessments is crucial to achieving equitable and high-quality education for all students.

SUGGESTIONS

1. For the purpose of maintaining the Pupil-Teacher Ratio under section 25 of the RTE Act, 2009, the appropriate Government may re-evaluate requirement of teachers in the schools and develop a roadmap for deployment of teachers with a view to minimize the possibility of shortage/excess of teachers, as providing relevant and useful education to children is dependent on the availability of teachers.
2. It's important to monitor teachers' workloads and student well-being. High pupil-teacher ratio in schools can contribute to teacher stress and lower student engagement or performance. Consider implementing teacher support systems such as professional development, stress management programs, or peer-teaching initiatives to reduce these effects.
3. The State Government may conduct household survey for identification of eligible children in the State to ensure provision of compulsory education to the all-eligible children.
4. Section 29 (2) (f) of the RTE Act, 2009 states that the medium of instruction should as far as possible be mother tongue. Hence, the schools should make efforts for multilingual teaching. Develop and promote textbooks, learning materials, and resources in various local languages to support the mother-tongue medium of instruction.
5. Where mother-tongue instruction is not feasible for all subjects, introduce bilingual models where children are taught in both their native language and an additional language.
6. Focus on repairing classrooms with the highest needs first to ensure minimal disruption to learning environments. Encourage staff to report minor damages regularly. Allocate a portion of the school's budget for minor repairs and regular maintenance, ensuring ongoing upkeep without waiting for problems to accumulate.

7. Strict enforcement of the RTE Act's anti-discrimination provisions is essential. Schools that violate these provisions should face penalties. Additionally, teachers and educational officials should receive orientation on RTE provisions to prevent discriminatory practices and ensure the protection of children's educational rights.
8. Ensure the school library includes newspapers to provide students with access to current events and improve their general knowledge. Start by introducing a few popular newspapers and expand based on student interest and engagement. This should be done to strengthen critical thinking and awareness of real-world issues among students.
9. If the school playground is cemented, schools should add rubber mats or artificial turf to reduce injury risks during play and sports activities ensure regular maintenance to prevent cracks and other hazards that could cause injuries.
10. Establish Parent Teacher Associations with regular parental input and involvement in all schools. These meetings would benefit from being in the evening or at weekends so parents can attend without compromising any of their salary. Parents need to continue what is learned at school, in their homes, and engage fully in their children's education. This could assist in raising the quality of education provided.
11. Schools should provide an inclusive environment for special needs children by ensuring accessible infrastructure and trained staff. Provide accessible washrooms with features like grab bars and non-slip flooring. For extracurricular activities, schools should modify sports, arts, and other programs to ensure participation of all students.
12. Instead of relying solely on education cess, education should be prioritised in budgetary allocations with sufficient funding for effective implementation of the RTE Act. This includes meeting recommended funding levels, ensuring timely allocation of resources, and promoting their efficient utilisation. Per-child expenditure should be calculated including all expenditure on education of a child in schools.

CONCLUSION

Since the fundamental right to education was inserted through Article 21 A in the Constitution of India in 2002, there have been several ups and downs regarding its effective implementation and procuring results which facilitate structural changes in the Indian society and lives of children. It is a matter of fact that improvements have been made, children have enrolled into schools, quality of education has improved. The RTE Act should be viewed not merely as a ‘right to schooling’ but as a ‘right to education.’ Despite various significant steps, including ensuring free and compulsory education to the children between the ages of six and fourteen, increase in educational quality and infrastructure facilities, the effective implementation of the RTE Act has often taken a backseat, with inherent deficiencies, as highlighted throughout this report.

This research was conducted to address a serious void in the literature about education. It aimed to raise awareness of the deprivation of the right to education, as granted by the RTE Act, and to encourage discussion among various stakeholders regarding potential legal interventions for the implementation of RTE in India. At last, the report aimed at providing in-depth discussions on the effectiveness of the RTE Act.

While conducting survey in Delhi NCR, we came across schools with infrastructure and other facilities at par with most of the private schools. However, on the other hand, there are schools where the analysis indicates that while substantial progress has been made—such as increased school enrolment and decreased dropout rates—RTE implementation still faces numerous challenges. These include providing access to neighbourhood schools, tackling teacher shortages, ensuring sufficient financial allocation for education, and giving teeth to the institutional mechanisms that are in place to support RTE implementation. It is crucial for the government to take decisive measures to overcome these challenges to fully realise the objectives of the RTE Act.

**Empirical Inquiry by Law Colleges on Implementation of the
RTE Act, 2009**

(For Paper Presentation & Discussion at National Law University, Jodhpur)

Theme of the Year: Physical Infrastructure in State-provided Primary Schools

Questionnaire School - I

Date: **11/12/2024**

UDISE: 09100311801

BASIC INFORMATION ABOUT THE SCHOOL SURVEYED

1. Name of School: **P S Tugalpur**
2. Name of Village/Town with Municipal Corporation (in case of Municipal Corporation, mention the Ward Number also): **Tugalpur**
3. Pin Code (6 digits): **201308**
4. Block Name: **Dankaur**
5. Lowest Class in the School (after pre-primary). **Class 1**
6. Highest Class in the Primary School. **Class 5**
7. Is the school located in an urban, **rural** or a semi urban area?
8. Clientele: **Co-Ed**
9. Is the school approachable by an All-Weather Road? **Yes**
10. Does this school run-in shifts? **No**
11. Name of HM (Head Master/Mistress): **Pirveen Kumar**
12. Phone No. of HM (Head Master/Mistress): **+91- 9811157519**

PUPILS AND TEACHERS IN THE PRIMARY SCHOOL

13. No. of Students in Grades 1 to 5 (On School Register): **413**

14. No. of students in Grades 1 to 5 present on the day of visit (as per School statement): **238**

15. Percentage of students

present today: **57.627%**

16. No. of Teachers for Grades 1 to 5 (posted to the school): **9**

17. No. of Teachers for Grade 1 to 5 present today (as per School statement): **9**

18. Percentage of teachers

present today: **100%**

19 (a). Number of students enrolled in the school? **Above 200**

19 (b). For enrolment in Classes 1 to 5, Is the teacher - pupil ratio appropriate? **No, there are less teachers. (Ratio > 40)**

20. Total number of non-teaching staff? **0**

21. Who pays the salary of non-teaching staff? **NA**

22. What duties are assigned to the non-teaching staff? **NA**

23. How would you describe the building?

Pucca: School building with baked brick walls/stone walls and roof top with slab or wooden/iron girders or tiles.



(The front of the school building.)

24. Total Number of Rooms in the School Building: **9**

25. Total Number of Classrooms: **8**

26. Is there one classroom per teacher? **Yes**

27. Is there a Head Teacher? **Yes**

28. If 'yes' was selected for previous question, is there a room for the head teacher? **Yes**



(The Outside and Inside of HM room.)

29. Number of Classrooms in need of Minor Repair: **0**

30. Number of Classrooms in need of Major Repair: **0**

31. Number of other rooms needing repair: **0**



(The inside and outside of the classroom in the school.)

32. Is there a library? **Yes, a 'space' (like a corner in the school, or some space for books which will not be considered as separate room).**



(An almirah labelled as Library.)

33. Does the library contain Newspapers? **No**

34. Does the Library contain Magazines? **Yes**

35. Does the library contain textbooks (related to course-curriculum)? **Yes**

36. Does the library contain Story Books? **Yes**

37. Does the school keep any record of books issued? **Yes**

38. If 'yes' was selected for the previous question, then what was the date when the last book was issued?

39. Is there any playground in the school? **Yes**

40. How would you describe the playground?

There is not a proper playground. The area outside the school building is cemented and it is considered to be the playground by the school. This area can be used for seating and gathering. The school assembly is also conducted there.

41. Do students get any play materials, sport equipment, etc.? **Yes**



(The sports equipment kept in the school.)

42(a). Total Number of girls toilets available? **3**

42(b). Total Number of boys toilets available? **3**

43(a). Number of toilets for girls that are functional and usable: **3**

43(b). Number of toilets for boys that are functional and usable: **3**

44. Are there any separate toilets for teachers? **Yes**

45. Are any of the toilets locked? **No**

46. Is there any facility for safe drinking water for children? **Yes**

47. Are children allowed to use Teachers' water supply? **No**

48. Mode of provision of drinking water: **Water Cooler**

49. What is the condition of surrounding area near this facility? **It has a clean surrounding, free of debris and litter. It is easily accessible.**

50. Is there any hand wash facility? **Yes**

51. If yes, is it functional and sufficient? **Yes**

52. For the security of the school, is there a boundary wall or fencing? **Yes**



(The boundary wall of the school.)

53. Is this boundary wall or fencing sufficient for school security? **Yes**

54. When you visited the school, what were the teachers doing? **Teaching**

55. Apart from teaching, what else were they doing?

56. Does the school conduct a school-assembly? **Yes**

Additional Photo:



(The Computer Room in the school.)



(Some quotes are painted on the walls of the school.)

Questionnaire School - II

Date: **11/12/2024**

UDISE Code: **09100110401**

BASIC INFORMATION

1. Name of School: **Primary School Sarfabad**
2. Name of Village/Town with Municipal Corporation (in case of Municipal Corporation, mention the Ward Number also): **Sarfabad**
3. Pin Code (6 digits): **201304**
4. Block Name: **Visrakh**
5. Lowest Class in the School (after pre-primary): **Class 1**
6. Highest Class in the Primary School: **Class 5**
7. Is the school located in an urban, rural or a semi urban area? **Rural Area**
8. Clientele: **Co-Ed**
9. Is the school approachable by an All-Weather Road? **Yes**
10. Does this school run-in shifts? **No**
11. Name of HM (Head Master/Mistress): **MeenaKumari**
12. Phone No. of HM (Head Master/Mistress): **+91- 8130411551**

PUPILS AND TEACHERS IN THE PRIMARY SCHOOL

13. No. of Students in Grades 1 to 5 (On School Register): **426**
14. No. of students in Grades 1 to 5 present on the day of visit (as per School statement): **288**

15. Percentage of students present today: **67.605%**
16. No. of Teachers for Grades 1 to 5 (posted to the school): **10**
17. No. of Teachers for Grade 1 to 5 present today (as per School statement): **8 (2 on leave)**
18. Percentage of teachers present today: **80%**
- 19 Number of students enrolled in the school? **Above 200**
19. For enrolment in Classes 1 to 5, Is the teacher - pupil ratio appropriate? **No, it is not in accordance with the standards set by the RTE Act. There is only 1 teacher for over 40 students in a classroom.**
20. Total number of non-teaching staff? **0**
21. Who pays the salary of non-teaching staff? **NA**
22. What duties are assigned to the non-teaching staff? **NA**
23. How would you describe the building?

***Pucca:* School building with baked brick walls/stone walls and roof top with slab or wooden/iron girders or tiles.**



(Photo of the entrance of the school building.)

24. Total Number of Rooms in the School Building: **7**
25. Total Number of Classrooms: **7**
27. Is there a Head Teacher? **Yes**

28. If 'yes' was selected for the previous question, is there a room for the head teacher? **No**

29. Number of Classrooms in need of Minor Repair: **2**

30. Number of Classrooms in need of Major Repair: **0**

31. Number of other rooms needing repair: **0**

32. Is there a library? **Yes, a 'space' (like a corner in the school, or some space for books which will not be considered as separate room)**



(A separate space used as library.)

33. Does the library contain Newspapers? **No**

34. Does the Library contain Magazines? **Yes**

35. Does the library contain textbooks (related to course-curriculum)? **No**

36. Does the library contain Story Books? **Yes**

37. Does the school keep any record of books issued? **Yes**

38. If 'yes' was selected for the previous question, then what was the date when the last book was issued?

39. Is there any playground in the school? **Yes**

40. How would you describe the playground? **Cemented playground. Clean and well maintained.**



(Photo of the Playground. A football net can be clearly seen.)

41. Do students get any play materials, sport equipment, etc.? **Yes**



(The sports equipment in the school.)

42(a). Total Number of girls toilets available? **2**

42(b). Total Number of boys toilets available? **3**

43(a). Number of toilets for girls that are functional and usable: **2**

43(b). Number of toilets for boys that are functional and usable: **3**

44. Are there any separate toilets for teachers? **Yes**

45. Are any of the toilets locked? **No**

46. Is there any facility for safe drinking water for children? **Yes**



(The condition of the water facility.)

47. Are children allowed to use Teachers' water supply? **No**

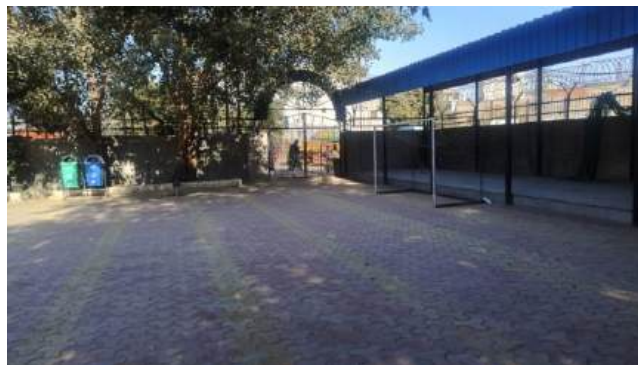
48. Mode of provision of drinking water: **Water Cooler**

49. What is the condition of surrounding area near this facility? **Surroundings are clean but the water cooler needs maintenance.**

50. Is there any hand wash facility? **Yes**

51. If yes, is it functional and sufficient? **Yes**

52. For the security of the school, is there a boundary wall or fencing? **Yes**



(The boundary wall can be clearly seen with concertina coils.)

53. Is this boundary wall or fencing sufficient for school security? **Yes**

54. When you visited the school, what were the teachers doing? **Teaching.... In one classroom, they were being taught how to add 3-digit numbers.**

55. Apart from teaching, what else were they doing? **Preparing for conduction of the upcoming exams.**

56. Does the school conduct a school-assembly? **Yes**

Additional Photos:



(This is a wall painting in the school. It only beautifies the school but the children also learn to keep their surroundings clean and green.)

Questionnaire School - III

UDISE: 09100311201

Date: 11/12/2024

BASIC INFORMATION

1. Name of School: **P S Kasna**
2. Name of Village/Town with Municipal Corporation (in case of Municipal Corporation, mention the Ward Number also): **Kasna**
3. Pin Code (6 digits): **201310**
4. Block Name: **Dankaur**
5. Lowest Class in the School (after pre-primary): **Class 1**
6. Highest Class in the Primary School: **Class 5**

7. Is the school located in an urban, rural or a semi urban area? **Rural Area**

8. Clientele: **Co-Ed**

9. Is the school approachable by an All-Weather Road? **Yes**

10. Does this school run-in shifts? **No**

11. Name of HM (Head Master/Mistress): **Shalini Sharma**

12. Phone No. of HM (Head Master/Mistress): **+91- 97117 00509**

PUPILS AND TEACHERS IN THE PRIMARY SCHOOL

13. No. of Students in Grades 1 to 5 (On School Register): **416**

14. No. of students in Grades 1 to 5 present on the day of visit (as per School statement): **318**

15. Percentage of students

present today: **76.442%**

16. No. of Teachers for Grades 1 to 5 (posted to the school): **15**

17. No. of Teachers for Grade 1 to 5 present today (as per School statement): **14**

18. Percentage of teachers

present today: **93.333%**

19. Number of students enrolled in the school? **Above 200**

19. For enrolment in Classes 1 to 5, Is the teacher - pupil ratio appropriate? **No, there are excess teachers. (Ratio < 40)**

20. Total number of non-teaching staff? **0**

21. Who pays the salary of non-teaching staff? **NA**

22. What duties are assigned to the non-teaching staff? **NA**

23. How would you describe the building?

***Pucca:* School building with baked brick walls/stone walls and roof top with slab or wooden/iron girders or tiles.**



(Photo of the building.)

24. Total Number of Rooms in the School Building: **9**

25. Total Number of Classrooms: **8**

26. Is there one classroom per teacher? **Yes**

27. Is there a Head Teacher? **Yes**

28. If 'yes' was selected for the previous question, is there a room for the head teacher? **Yes**



(The head teacher's room)

29. Number of Classrooms in need of Minor Repair: **1**

30. Number of Classrooms in need of Major Repair: **0**
31. Number of other rooms needing repair: **0**
32. Is there a library? **Yes**
33. Does the library contain Newspapers? **No**
34. Does the Library contain Magazines? **Yes**
35. Does the library contain textbooks (related to course-curriculum)? **Yes**
36. Does the library contain Story Books? **Yes**
37. Does the school keep any record of books issued? **No**
38. If 'yes' was selected for the previous question, then what was the date when the last book was issued?
39. Is there any playground in the school? **Yes**
40. How would you describe the Playground? **The playground is open and cemented.**
41. Do students get any play materials, sport equipment, etc.? **Yes**



(The sports equipment in the school.)

- 42(a). Total Number of girls toilets available? **6**
- 42(b). Total Number of boys toilets available? **4**
- 43(a). Number of toilets for girls that are functional and usable: **6**
- 43(b). Number of toilets for boys that are functional and usable: **4**

44. Are there any separate toilets for teachers? **Yes**
45. Are any of the toilets locked? **No**
46. Is there any facility for safe drinking water for children? **Yes**
47. Are children allowed to use Teachers' water supply? **No**
48. Mode of provision of drinking water: **Tap, Water Cooler etc.**
49. What is the condition of surrounding area near this facility? **It has clean surroundings.**



(The water drinking facility. A shade is visible covering it.)

50. Is there any hand wash facility? **Yes**
51. If yes, is it functional and sufficient? **Yes**
52. For the security of the school, is there a boundary wall or fencing? **Yes**



(The boundary wall of the school.)

53. Is this boundary wall or fencing sufficient for school security? **Yes**

54. When you visited the school, what were the teachers doing? **Teaching**

55. Apart from teaching, what else were they doing?

56. Does the school conduct a school-assembly? **Yes**

Additional Photos:



(Some beautiful paintings inside the classrooms.)

Questionnaire School – IV

Date: 24th December 2024

UDISCE Code: 07010403809

BASIC INFORMATION

1. Name of School: **Delhi Nagar Nigam Prathmik Bal/Balika Vidyalaya**

2. Name of Village/Town with Municipal Corporation (in case of Municipal Corporation, mention the Ward Number also): **Sultanpuri, Ward No. 45**

3. Pin Code (6 digits): **110086**

4. Block Name: **P-1**



5. Lowest Class in the School (after pre-primary): **Class - I**
6. Highest Class in the Primary School: **Class - V**
7. Is the school located in an urban, rural or a semi urban area? **Rural Area**
8. Clientele: Girls only/Boys only/Co-Ed? **Girls Only**
9. Is the school approachable by an All-Weather Road? **Yes**
10. Does this school run-in shifts? **Yes**
11. Name of HM (Head Master/Mistress): **Ms. Anita**
12. Phone No. of HM (Head Master/Mistress):

(Instead of the Phone No. of HM, the school provided us with their email ID, that is, mcpgpsblksp@gmail.com)

PUPILS & TEACHERS IN THE PRIMARY SCHOOL

13. No. of Students in Grades 1 to 5 (*On School Register*):**425**
14. No. of students in Grades 1 to 5 present on the day of visit (*as per School statement*):**331**
15. Percentage of students present today (*calculate yourself*): **73.64%**

(According to the school authorities, the number of students attending the school is on the higher side. However, because of the cold winters, poor air quality & holidays approaching, less and a smaller number of students attend the school.)

16. No. of Teachers for Grades 1 to 5 (*posted to the school*):**15**
17. No. of Teachers for Grade 1 to 5 present today (*as per School statement*):**12**
18. Percentage of teachers present today (*calculate yourself*): **80%**
19. (a) No. of students enrolled in the school? **Above 200**
19. (b) For enrollment in classes 1 to 5, is the teacher-pupil ration appropriate? **No, there are excess teachers.**
20. Total number of non-teaching staff: **1**
21. Who pays the salary of non-teaching staff? **MCD**
22. What duties are assigned to the non-teaching staff? **SafaiKaramchari, engaged in sanitation work.**
23. How would you describe the building?
- Pucca: School building with baked brick walls/stone walls and roof top with slab or wooden/iron girders or tiles.***
24. Total Number of Rooms in the School Building: **28**
25. Total Number of Classrooms: **20**
26. Is there one classroom per teacher? **No**
27. Is there a Head Teacher? **No**
28. If 'yes' was selected for previous question, is there a room for the head teacher? **Not Applicable**
29. Number of Classrooms in need of Minor Repair: **5**
30. Number of Classrooms in need of Major Repair: **0**
31. Number of other rooms needing repair: **3**



The picture is from the Principal's office. Some minor cracks on the walls are visible. However, they are not dangerous as far as the structural stability of the school building is concerned.



The entrance gate of the classroom.



One of the classroom's in school.



The classroom has both a blackboard and an E-Board to facilitate students learning.



Teaching-Learning Material adorning the classroom walls.

32. Is there a library? **Yes**

33. Does the library contain Newspapers? **No**

34. Does the Library contain Magazines? **No**

35. Does the library contain textbooks (related to course-curriculum)? **Yes**

36. Does the library contain Story Books? **Yes**

37. Does the school keep any record of books issued? **Yes**

38. If 'yes' was selected for the previous question, then what was the date when the last book was issued?

Date: 24th December 2024

39. Is there any playground in the school? **Yes**

40. How would you describe the playground?

There is a small brick boundary separating the concrete area from the playground. There are trees lining this boundary. Multiple swings for students. More care should be given to maintain the grass in the playground. Need to repair the pump that is used to water the playground.

41. Do students get any play materials, sport equipment, etc.? **Yes**



Swings in the school playground



Boundary separating the concrete area from the playground. There are trees lining this boundary as well.

42(a). Total Number of girls toilets available? **15**

42(b). Total Number of boys toilets available? **0**

43(a). Number of toilets for girls that are functional and usable: **15**

43(b). Number of toilets for boys that are functional and usable: **NA**

44. Are there any separate toilets for teachers? **Yes**

45. Are any of the toilets locked? **No**

46. Is there any facility for safe drinking water for children? **Yes**

47. Are children allowed to use Teachers' water supply? **Yes**

48. Mode of provision of drinking water: **Drinking water station with multiple taps**

49. What is the condition of surrounding area near this facility?

The place does not look very hygienic. Also, minor structural repair is required in the surrounding walls. Some taps were leaking.

50. Is there any hand wash facility? **Yes**

51. If yes, is it functional and sufficient? **No**

Drinking water facility in the school.



52. For the security of the school, is there a boundary wall or fencing? **Yes**

53. Is this boundary wall or fencing sufficient for security of school? **Yes**



54. When you visited the school, what were the teachers doing?

Since we visited on 24th December, one day before Christmas, teachers were conducting activities in their respective classrooms – decoration of Christmas trees, drawing Santa and his reindeer etc. Regular classes were going on in some rooms.

55. Apart from teaching, what else were they doing?

One of the teachers was filing her medical refund claim. Some were involved in fulfilling their administrative duties. Some were involved in inspecting that teachers are present in every room.

56. Does the school conduct a school-assembly? **Yes**

Additional Photos:



The teacher's attendance is recorded on the computer in Principal's office.







Questionnaire School - V

UDISE: 09090901013

Date: 13/01/2025

BASIC INFORMATION ABOUT THE SCHOOL SURVEYED

1. Name of School: **Kendriya Vidyalaya No. 2, Hindon**
2. Name of Village/Town with Municipal Corporation (in case of Municipal Corporation, mention the Ward Number also): **Hindon**
3. Pin Code (6 digits): **201004**
4. Block Name: **Agra Region, Ghaziabad**
5. Lowest Class in the School (after pre-primary). **Class 1**
6. Highest Class in the Primary School. **Class 5**
7. Is the school located in an urban, rural or a semi urban area? **Urban Area**
8. Clientele: **Co-Ed**
9. Is the school approachable by an All-Weather Road? **Yes**
10. Does this school run-in shifts? **No**
11. Name of HM (Head Master/Mistress): **Rachna Tyagi**
12. Phone No. of HM (Head Master/Mistress): **+91- 9868152965**

PUPILS AND TEACHERS IN THE PRIMARY SCHOOL

13. No. of Students in Grades 1 to 5 (On School Register): **689**
14. No. of students in Grades 1 to 5 present on the day of visit (as per School statement): **689**
(Online classes)
15. Percentage of students present today: **100%**

16. No. of Teachers for Grades 1 to 5 (posted to the school): **18**

17. No. of Teachers for Grade 1 to 5 present today (as per School statement): **17**

18. Percentage of teachers present today: **94.44%**

19 (a). Number of students enrolled in the school? **Above 200**

19 (b). For enrolment in Classes 1 to 5, Is the teacher - pupil ratio appropriate? **Yes, it is appropriate. (Ratio almost 40)**

20. Total number of non-teaching staff? **02**

21. Who pays the salary of non-teaching staff? **School Management (VVN fund of the Vidyalaya)**

22. What duties are assigned to the non-teaching staff? **Sports Activities and Art & Craft Activities**

23. How would you describe the building? Attach photos of the building.

Pucca: School building with baked brick walls/stone walls and roof top with slab or wooden/iron girders or tiles.



(The front of the school building.)

24. Total Number of Rooms in the School Building: **54**

25. Total Number of Classrooms: **37**

26. Is there one classroom per teacher? **No**
27. Is there a Head Teacher? **Yes**
28. If 'yes' was selected for previous question, is there a room for the head teacher? **Yes**
29. Number of Classrooms in need of Minor Repair: **0**
30. Number of Classrooms in need of Major Repair: **0**
31. Number of other rooms needing repair: **0**
32. Is there a library? **Yes, a separate room.**
33. Does the library contain Newspapers? **Yes**
34. Does the Library contain Magazines? **Yes**
35. Does the library contain textbooks (related to course-curriculum)? **Yes**
36. Does the library contain Story Books? **Yes**
37. Does the school keep any record of books issued? **Yes**
38. If 'yes' was selected for the previous question, then what was the date when the last book was issued?

Date: 13/01/2025

39. Is there any playground in the school? **Yes**
40. How would you describe the playground? **An uneven, dusty and open area with trees surrounding the area. It is unpaved with a sandy surface.**



(The playground of the school.)

41. Do students get any play materials, sport equipment, etc.? **Yes**

42(a). Total Number of girls toilets available? **18**

42(b). Total Number of boys toilets available? **18**

43(a). Number of toilets for girls that are functional and usable: **18**

43(b). Number of toilets for boys that are functional and usable: **18**

44. Are there any separate toilets for teachers? **Yes**

45. Are any of the toilets locked? **No**

46. Is there any facility for safe drinking water for children? **Yes**

47. Are children allowed to use Teachers' water supply? **NA**

48. Mode of provision of drinking water: **Water Cooler**



(The drinking water facility of the school.)

49. What is the condition of surrounding area near this facility? **It has clean surrounding, free of debris and litter. It is easily accessible. The space is safe with no broken fixtures, slippery surface or exposed wiring. Water is clean and potable.**

50. Is there any hand wash facility? **Yes**

51. If yes, is it functional and sufficient? **Yes**

52. For the security of the school, is there a boundary wall or fencing? **Yes**



(The boundary wall of the school.)

53. Is this boundary wall or fencing sufficient for school security? **Yes**

54. When you visited the school, what were the teachers doing? **Teaching**

55. Apart from teaching, what else were they doing? **Preparing for lessons**

56. Does the school conduct a school-assembly? **Yes**

Additional Photo:



(A room for Primary students of the school.)



(The high school students who were present in the school while primary school had online classes.)