



Mains Practice Question

Q. The Right to Education Act has completed over a decade of implementation. Has it succeeded in achieving its core objective of social inclusion? Discuss. **(250 words)**

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Approach

- Introduce the answer by high in the genesis of Right to Education Act
- Delve into the Achievements of the RTE Act in Social Inclusion
- Highlight Challenges in Achieving Social Inclusion and related RTE issues
- Suggest a Way Forward
- Conclude suitably.

Introduction

The **Right to Education Act** traces its roots to the 1993 Supreme Court judgment in **Unnikrishnan v. State of Andhra Pradesh**, which recognized the **right to education as a fundamental right under Article 21**.

- Subsequently, the **86th Constitutional Amendment (2002)** introduced **Article 21A**, along with amendments to Article 45 (DPSP) and Article 51A (Fundamental Duties), mandating free and compulsory education for all children between 6-14 years.

Body

Achievements of the RTE Act in Social Inclusion:

- **Increased Enrolment Across Socioeconomic Groups:** The RTE Act's provision for free and compulsory education led to a significant **rise in enrolment, particularly among marginalized communities such as Scheduled Castes (SCs), Scheduled Tribes (STs), and economically weaker sections (EWS)**.
 - For instance, The enrolment of SC students increased by 44% from 2014-15 to 2021-22.
 - The **25% reservation for EWS in private schools** has enabled millions of children from disadvantaged backgrounds to access quality education.
- **Improved Infrastructure and Accessibility:** The Act mandates **infrastructure norms such as ramps for children with disabilities, separate toilets, and access to drinking water, promoting inclusivity.**
- **Mainstreaming Marginalized Groups:** The **inclusion of children with disabilities (via the 2012 amendment)** and home-based education for severely disabled children.

Challenges in Achieving Social Inclusion:

- **Quality of Education:** While access has improved, learning outcomes remain poor. The **Annual Status of Education Report (ASER)** highlights **low literacy and numeracy skills among children, undermining the goal of inclusive education.**

- **Government schools are often plagued by inadequate teacher training, absenteeism, and poor pedagogy, which disproportionately affect marginalized groups.**
- **Implementation Gaps:** Only **13% of schools nationwide comply with all RTE norms**, such as the pupil-teacher ratio and infrastructure standards, as per the District **Information System for Education (DISE)**.
 - Lack of specific penalties for non-compliance reduces accountability at the state and local levels.
- **Exclusion of Certain Groups:** The **Act does not cover children below six years**, limiting its impact on early childhood care and education (a critical foundation for inclusion).
 - Minority and unaided private schools are exempt from the RTE Act's provisions, potentially excluding marginalized groups from these institutions.
- **Reservation Quota Challenges:** Resistance from private schools in implementing the **25% EWS quota** due to funding delays and lack of reimbursements has limited its effectiveness.
- **Multi-grade Teaching:** The shortage of teachers in rural areas leads to **multi-grade teaching**, compromising the **quality of education for disadvantaged groups**.

Way Forward

- **Strengthening Implementation Mechanisms:** Improved accountability **through regular audits, penal provisions for non-compliance**, and better coordination between state and local governments.
 - Adequate financial allocation for RTE, especially for the reimbursement of private school fees under the 25% EWS quota.
- **Focus on Quality of Education:** Strengthen **teacher training programs** and monitor teacher performance.
 - Use technology-enabled learning tools to bridge gaps in rural and remote areas.
- **Inclusive Education Policies:** Extend the Act to cover children aged 3-6 years by implementing **early childhood education programs**.
 - Ensure that schools for minority communities adhere to RTE principles without compromising their autonomy.
- **Enhanced Public-Private Partnerships:** Encourage collaborations between governments, private schools, and NGOs to improve infrastructure, teacher training, and access for marginalized groups.
- **Community Involvement:** Empower **School Management Committees (SMCs)** to take ownership of school development and ensure that the voices of disadvantaged communities are heard.

Conclusion

The RTE Act has laid a strong foundation for **social inclusion by improving access to education for marginalized groups**, increasing enrolment, and enhancing infrastructure. A focused approach, supported by **higher investments, innovative policies, and community participation**, is essential to bridge these gaps. Only then can the RTE Act truly fulfill its potential as an **instrument of social justice and equitable education for all**.