



Chapter VIII
Conclusion

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- Despite thirteen years of 86th Constitutional amendment making ‘free and compulsory education’ a fundamental right and six years of the enactment of the RTE Act, the objective of universal elementary education to all children could not be achieved in the State. The duties assigned to Local Authorities as laid down in the Act were not performed by them. The Household Survey conducted by the Department to identify the child population in the age group six to 14 years did not cover the most vulnerable category of children, street children, and migrant children living in unauthorised settlements.
- There are large discrepancies between data at district and State level and between data compiled from VER/WER and that available through U-DISE. These differences raise serious doubts over State’s efforts in identification of children and the schemes thereafter for providing education to them. Department had not developed mechanism to monitor the cases of fraud enrolment, duplication of students, wrong entry of enrolment in U-DISE. Thus, the data for enrolment and out of school children were not reliable.
- The schooling facility in all the habitations as per prescribed norms was not ensured within three years of implementation of the Act. The area of the limit of neighbourhood in which transport facility was to be provided, was not notified.
- Admission, attendance and completion of elementary education by every child in the age group six to 14 years, as required under the Act, was not ensured as 10.25 lakh children in the State left the school after primary stage (class V) while 4.09 lakh students left the school after class VII without enrolling for class VIII. Excessive decline in enrolment ranging from seven to 10 lakh students was noticed during 2013-16.
- Detection of out of school children every year indicates improper monitoring of retention and dropout. Due to delayed arrangement of training programmes for out of school children, all identified children could not be covered. Only 18 to 80 *per cent* out of school children were brought into mainstream which indicates lack of child tracking mechanism. Further, required facilities were not provided to children with special needs.
- Arrangement for pre-school facility was not made to provide early childhood care and education to children above the age of three years. State was still relying on *Anganwadi* for this purpose.
- State attributes shortage of funds for not achieving the desired outcomes in field of education. However, the Department failed to utilise the available funds under SSA to achieve the objectives of RTE Act and 23 to 52

per cent of available funds remained unutilised during 2010-16. Huge amount of funds was retained in the bank account of RSK and district level. Outstanding advances remained unadjusted from school level to State level. Large unspent balances and unadjusted advances are indicators of poor financial planning and control by the State.

- There were 63,851 vacant posts of teachers/head teachers in State Government primary schools and upper primary schools as on March 2016. However, large number of vacant posts of teachers co-existed with posting of excess number of teachers in many districts/schools. Rationalisation of teachers' posting was not done. Quality of education was affected as 17,938 to 20,245 schools were having single teacher during 2010-16. The desired pupil teacher ratio was not achieved in 32,703 schools in the State. The minimum numbers of working days, instructional hours and per week working hours prescribed in the Act were not followed. The parent teacher meetings were not held regularly in the school and we noticed during beneficiary survey that majority of parents were not even aware of RTE Act.
- Norms and standards laid down for basic infrastructure in the Act were not adhered to in schools within three years, as required under RTE Act. Although some of the infrastructure parameters improved in State Government schools, but it was far from where it should be. The quality of education imparted in elementary education in government schools was lagging behind as the majority of students were not able to read, write and recognise words and lacked age appropriate mathematical ability.
- There was no mechanism to track the opening, running and closing of private schools. There were delays in granting recognition to private sector schools and schools were granted recognition without ascertaining availability of required infrastructure. Further, 25 *per cent* of admission of children of disadvantaged group and weaker section in all the private unaided schools was not ensured.
- The School Management Committees were functioning without required number of parents and guardians as members and the laid down activities of the committee were not ensured. The target set for inspection and monitoring of schools by district level and block level officials were not achieved due to shortage of man power.
- The State Advisory Council did not meet at regular interval due to absence of nominated members and the actions on the advice of the council were not ensured by the Department. Grievance redressal mechanism at district level was not put in place as per provisions of the Act. Cases related to child rights were pending at State Commission for Protection of Child Rights due to delayed/not posting of chairperson/members.

RTE Act was a landmark legislation and an attempt to achieve universal access and enrolment to elementary education, universal retention and completion of elementary education by all children in the age of six to 14 years. However, the universal elementary education to all could not be achieved, as the State had not been able to identify and track all the eligible children, marginalised children were ignored, the schools were still to achieve the minimum standard of infrastructure and availability of teachers prescribed in the Act.

Gwalior
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