

The Role of Education in Economic Development and Social Change

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Abstract: Education can be viewed as a human being's wings. It aids in the growth of the mind, body, and spirit of the recipient. In various aspects, it aids in the individual's ability to lead a contented existence. In today's environment, when many jobs require specific abilities, a lack of education might make it difficult to maintain a stable lifestyle. Cultural transmission is the primary goal of this endeavour. The primary goal of education is to bring out the best in people. It aids in the realisation of an individual's self-potential and deepest roots. In its purest form, education enables an individual to be free and mature, to grow considerably in love and heavens. Investing in high-quality education is essential for this. In today's world, quality education refers to education that gives students with the skills, competency, and information they need to respond effectively to society's rising challenges. As a result, the correct kind of education became imperative. An education is one that teaches a youngster to recognize the importance of freedom and the integration of mind and heart in all of his actions. Intelligence and inward change would follow as a result of this. When education is properly planned and delivered, it fosters a wide range of abilities and virtues. Harmonious growth of the 3H's (head, hand, and heart) is the goal of education. As a result, the nation's development would be bolstered by more well-rounded individuals. This paper is an attempt to explore the role of education in the economic development and thereby bringing some changes in the society.

Keywords: Education, economy, social change, technology, civilization, tradition.

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Introduction

In today's world, education is more than just an avenue to a better job in the near future. The primary goal is to cultivate a sense of humanity toward everyone. Every day and every minute, man learns something new. Understanding the actual elective and making this society better to live in is made possible by this technology. In this vast realm, one can keep studying throughout one's entire life and yet be successful in moral matters. His entire life has been dedicated to learning. As society grows, so does the human race. This is the focus of this paper. When it comes to human conduct, education is an essential component. Traditions must be passed down from generation to generation to ensure the long-term viability of civilization. Every new generation must be taught the group's customs in order for them to be carried

on. There is no one-size-fits-all approach to meeting this demand. "Thoughtful coaching or training" is what it stands for. Man is not a rash or careless person when it comes to his actions in society. a child behaves in accordance with his or her educational environment. As a means of spreading cultural values, education is seen as an important tool. Education can be viewed as a form of practise. As a means of acquiring knowledge, education is also ongoing.

Education and democracy are the three pillars of a strong nation. The foundation of a democratic society is education. Rather than a political system, democracy is a way of life. There can be no national progress without a well-educated workforce. However, our nation's education system has been plagued by a number of issues, including a lack of resources, a poor student-teacher ratio, an inadequate curriculum, and improper teaching and learning circumstances. Students are exposed to democratic values as a result of their education. Students learn life skills through education. Educational philosophy has a profound effect on every facet of life. Perception, desires, goals and the tools to reach them are all shaped by it.

Universalization of Elementary Education

Elementary education is the foundation from which the entire educational system is built. It is always claimed that if a structure's foundation is robust, the building will be considerably stronger and can carry the load to its utmost capacity. Similarly, if elementary education is of excellent quality and effectiveness, secondary and higher education will be at their best. As a result, elementary education is essential for an individual's entire development. It improves logical abilities, builds confidence, and strengthens a person's ability to create goals. It is critical to enhance any country's socioeconomic status. Any nation's growth depends on the presence of a well-built elementary school aggravated education system. Following its inception in 1950, the Indian constitution made many provisions for the development of the educational system. Providing a basic education was one of Mahatma Gandhi's goals throughout India's independence war. In order to maintain equality and the advancement of society as a whole, the state government is obligated to provide free education to all segments of society up to the age of 14 years (Constitution Article 45). Every Indian citizen has the same right to keep their own language, script, or culture regardless of where they live in the country. It is also important to note that no educational institution discriminates against any student on the basis of ethnicity or religion (Article 29-1 & 2). Minorities of any faith or dialect can open and run any type of business, regardless of the language.

Educational institutions and state governments are obligated to provide financial aid to those institutions in the same way that government-run institutions get it, without discrimination (Article 30-1 & 2). Despite the constitutional protections and institutional frameworks in place, we appear to be falling short of our goal of making education accessible to all. The

country's low literacy rate in comparison to other countries, as measured by the UNDP's Human Development Index (HDI), attests to this.

India's entire education system is built and organised on three levels: elementary school, secondary school, and higher education. The term "elementary education" refers to the education that a child receives between the ages of 6 and 14. Elementary schools educate students in grades one through eight. The first step of obligatory education is elementary education. It is the foundation of learning. It begins in nursery or first grade. Literacy and numeracy are two of the most important goals of primary education, as well as good foundations in the fields of geography, history, and other social sciences.

Since India's independence in 1947, the universalization of elementary education has been a long-cherished but unmet aim. As the British government's authority in India became longer, education for Indians became more of a priority. However, as stated in Macaulay's infamous minute on education in 1835, their principal purpose was to create a class of people who would act as interpreters between the British rulers and the Indian masses, as well as to prepare government officials to strengthen and further the raj's imperialist goals. Sir Charles Wood proposed in his 1854 education dispatch that the government abandon its goal of providing just higher education and instead emphasise public education. Teacher education for primary schools, on the other hand, moved at a snail's pace. Under the gradual spread of the contemporary elementary school system, indigenous Indian elementary education, which was characterised by community appeal and flexibility in its structure, was on the decrease. Despite the fact that many reports under British control emphasised the importance of fundamental teacher training and advocated for the establishment of more normal schools, primary schools were grossly inadequate.

In the end, the British government refused to accept responsibility for educating India's masses, and the waste and stagnation in school education remained unaddressed. Further investigation of the educational policy following independence for universalization of basic education necessitates comprehensive evaluation of India's educational history. Today, there is broad agreement in India on the role of primary education in public policy. It's difficult to see how the 45 percent illiteracy rate can lead to increased productivity and income. One consistent theme that has developed from this perspective is that, while the liberalisation of the 1990s included the state being phased out of a variety of elements of the Indian economy, the state continues to play a significant role in primary education. Indeed, the state's departure from other areas should free up funds for education and health care.

What makes elementary education unique? Why should the government invest money on primary education? One common rationale given is that poor people are too poor to invest in education on their own; thus, substantial

government interventions are the only option to assure that their children grow up educated. This reasoning is quite dubious. The “externalities” of education are the second and more convincing justification for public spending on basic education. Each educated person creates a plethora of benefits for people around him, and he cannot personally reap the full benefits of his knowledge that accrue to society. As a result, people have an incentive to underinvest in education, achieve these great outcomes, and then tax a portion of those outcomes. These justifications justify government spending on elementary education, which has increased dramatically during the 1990s. Nonetheless, educational achievements have not significantly improved. We still have a significant amount of illiteracy. Children fail to enrol in large numbers, and among those that do, the dropout rate is extremely high. We must move our attention away from inputs, such as public education spending or the number of schools, and toward outputs, such as educational outcomes.

If we value primary education, we should focus on outcomes, such as reading rates and school enrollment rates at ages 7 and 15. If the educational system is broken, adding money as an input is an inefficient approach to improve results. Parents are given more influence in this idea. Parents would transfer their children to a competing school if a school provided a substandard education. This will be the most essential ground-level check on education service quality and, as a result, educational outcomes. Parth J. Shah discusses a brilliant concept that was implemented in Kerala. Children’s transportation costs are reimbursed by the government when they commute to school. This strategy broadens parents’ options while avoiding the dilemma of a local monopoly. This concept has been opposed on the grounds that poor people are so uneducated that they will hand over their coupons to seamstresses who will pocket the Rs 3,000 and provide no education. This implies that poor individuals are uninterested in their children’s education. Parth J. Shah presents compelling evidence that the poorest quintile of India—households earning less than Rs 3,000 per capita per year—spends between 10% and 36% of their family income on their children’s education. In a government where basic education is supposed to be free, this is not the case. These lowest of the poor prefer to augment the government’s low-quality educational programmes with supplementary services that they purchase. This is compelling evidence of how much the underprivileged in India care about their children’s education.

In this view, the evidence of low enrollment and high dropout rates is almost certainly related to the poor quality of education provided by public schools. It is highly possible that if parents were offered better schools to send their children to, enrollment would think creatively about how to provide better educational services. Parth Shah uses the example of school timing as an illustration. Currently, the timings are determined in a manner that is convenient for government personnel. A timetable like 2 p.m. to 8 p.m. would be ideal in rural areas, as it would allow students to work on farms in the

morning and then attend school. When educational services are provided by the government, as they are now, there will be no effort made to consider the client and improve service quality from his perspective.

National Policy on Education, 1968

In order to improve India's educational system from elementary to higher education, the government of India established the Indian Education Commission in 1964, which recommended that a National Policy of Education (NPE) be developed, which would provide guidance to state governments and local governments in developing and implementing educational plans. Accordingly, the government of India issued National Policy on Education in 1968 which observes that "Strenuous efforts should be made for the early fulfillment of the directive principle under article 45 of the constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course".

National Policy on Education, 1986

National education policy was updated in 1986 by the Indian government, taking into account a variety of new concerns and socioeconomic needs. Encouraging more children to stay in school until they finish elementary school, improving the quality of education, and introducing non-formal education for those children who cannot receive elementary education in a formal manner, leave school for unavoidable reasons, live far away from school, or work are some of the new policy's goals.

District Primary Education Programme (DPEP)

The central government introduced a new scheme called the "District Primary Education Programme" (DPEP) in 1993 in an effort to decentralise educational planning at the area level in order to meet the educational needs and requests of the district. The programme aims to reduce dropout rates, increase student success, close the gender gap and social divides, build professional competency, and establish a plan by involving district level administrative officials, school heads, teachers, parents, and community people. Assam, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, and Kerala were the first eight states to design district projects. It was gradually implemented in 273 districts, ensuring that all students in primary school had access to education.

Sarva Shiksha Abhiyan

For the first time in India's history, the national government began the Sarva Shiksha Abhiyan scheme in 2001 to provide free primary education for children ages 6 to 14. For eastern states, 90% of the cost is covered by the federal

government; for western states, it's 75% of the cost. In order to ensure that all children, regardless of race, creed, sex, or religion, have equal access to quality education by 2010, SSA is a comprehensive and convergent approach that covers all of our country's states and districts. The primary objective of SSA programmes is to ensure that all children in the country have access to free and compulsory education. In order to improve girls' school enrollment, retention, and attendance, SSA offers a wide range of services. SSA seeks to ensure that all children have access to a basic education. SSA is clearly making progress toward its objective of ensuring that all children have access to an elementary education. There must be an additional component to SSA because of its inadequate financial support for girls' education through "innovations" in districts and free textbooks.

National Programme for Education of Girls at Elementary Level

It is one of the programmes launched under the Sarva Shiksha Abhiyan in 3286 educationally backward blocks across India's 25 states in the first phase, where the percentage of females enrolled is significantly lower than the national average, resulting in a gender imbalance at the national level. According to Kaur, Gurpreet (2013), the NPEGEL plan aided in the achievement of the national aim of UEE by increasing the enrollment and retention of girls in EBB of Punjab's Ferozpur district. Funds are not received on time and are insufficient in the majority of MCS, according to the findings. It was also shown that teachers have little training and are poorly trained. Instructors are inexperienced and untrained, and supervision is inadequate. Early Childhood Care Centers and bridge courses have not yet been established in every MCS. As a result, funds must be disbursed on time and at the start of the session. Teachers should be well-educated and experienced, and grants should be awarded on a regular basis. For the initiative to be effective, NGOs and the community should be encouraged to participate.

Mid-Day Meal Scheme

Ministerial Development (MHRD) launched the Midday Meal Scheme in 1995. Mid-Day Meal Scheme has been implemented in all state-run and supported schools in India. School nutrition programmes are designed to improve elementary school enrollment, retention, and attendance by providing pupils with nutritious meals in the classroom. The impact of the mid-day food scheme on students was studied by Qudri (2014). Enrolment, attendance, and retention in Jammu and Kashmir, which states that the majority of schools were unable to meet the goal of increasing enrolment, attendance, and student retention to 100 percent due to incorrect execution of the scheme. These lyrics help us appreciate the value of education, but the reality is that not every youngster in our nation has access to it. The RTE Act, 2009, was passed by the Indian government as a major initiative to educate children as a requirement for basic

education. India has joined the 135 countries that have made education a fundamental right for all children.

Right to Education Act, 2009

The importance of education cannot be overstated in terms of personal, societal, and national well-being. It is the bedrock of any nation's progress. Equal opportunity was placed in the Indian constitution as a fundamental right under article 15, which ensured that every citizen of India had access to all sectors of life, including education, when the document was signed in 1950. During the first ten years of the Indian constitution's existence, Article 45 of the Indian constitution mandates that state governments provide free education to all children under the age of 14 in order to foster educational equality. Due to state policy directions, states were not obligated to adopt this clause. It's up to the state to implement this. Despite the fact that the Indian constitution has been in effect for 51 years, the UEE's national goals have not been realised since the majority of states misunderstood this article of the constitution. In 2002, India's constitution was changed for the 86th time, keeping this in mind. In December 2002, a draught of the Free and Compulsory Education for Children Bill was prepared. An online bill seeking public comment on an effective education law was put on the internet in 2003. After receiving the public opinion necessary amendment was made in the bill and draft was uploaded in the government website <http://education.nic.in> in 2004. In June 2005, NAC received the bill and forwarded it to the Prime Minister for his consideration. Reversing the RTE law in July 2006, the Finance Committee and the Planning Commission replaced it with a model bill to ensure that the federal and state governments share the financial burden. Several draughts of the law were prepared over the years after public opinion was sought, until the Union Cabinet gave its approval in 2008 and it was presented to the Rajya Sabha in July 2009. The bill was then brought to the Lok Sabha, where it was passed in August 2009. Because of this, the 2009 Act on the Right of Children to Free and Compulsory Education has been in place since the beginning of the school year, despite numerous failures.

As a result of this legislation, students in both public and private schools across the country will not be expelled for any reason until they finish primary school. Government schools will provide free and compulsory education for all students enrolled between the ages of six and fourteen. A minimum of 25 percent of the students in non-aided private schools must be from low-income families and disadvantaged groups, and these students will not be charged a fee. Education evaluations should be made mandatory by teachers in this situation. Except for the decennial census, local authority elections, state legislative and parliament elections, and emergency aid, it also restricts the use of instructors for non-educational activities. By freeing students from non-

educational obligations, it allows them to dedicate more time to school and classroom activities.

Review of Literature

In Delhi, Sonjuhi Singh (2010) did a study on the right to education and the right to educate: an examination of the impact of the right to education act on unrecognised schools. The data for this study came from eight unrecognised and five recognised schools. The findings demonstrated that implementing these policies would not only help unrecognised schools improve their facilities, teacher quality, and student learning, but would also integrate them into the mainstream education system. This paper does not suggest that only private schools are the way forward for the globe; rather, it argues that they should be encouraged to collaborate with the government in order to achieve the goal of universalizing basic education.

Lal (2010) teachers were surveyed about their knowledge of the Right to Education Act. With the help of a self-made questionnaire, 120 perspective teachers from Rothak, Haryana, are surveyed to determine their level of RTE awareness. This study found that men teachers are more open to RTE awareness than their female counterparts.

Kaur, Sarbjit (2014) find that most elementary schools in Punjab's Hoshiarpur area have enough infrastructure but not up to standard, and conclude that the funding supplied for teaching and learning materials are meeting the needs of teachers but not the needs of students.

Grewal, Amandeep, Kaur, Singh & Nandita Shukla (2011) In their article, they reveal that India's past has been marked by gender-based discrimination in education. Individuals tested the new Right of Children to Free and Compulsory Education, which was enacted in 2009, on the assumption that they were entitled to free and compulsory education. In the essay, they contested the traditional assumption that education is discriminated against based on race, gender, and other factors, and they offered a number of ideas to combat this discrimination, including public awareness and involvement with the children, among others.

Dr. Jagdeep Singh (2011) An investigation undertaken by him in his study stated that education is a fundamental right for every child ages 6 to 14 years old, and he noted that it is the first legislation in the world that guarantees the government's obligation to ensure that all children are educated. The report also highlighted the fact that private schools have a fifty-percent reservation for the weakest students.

Hill's and T. Chaux (2011) he explored the major challenges of " RTE Act 2009 " in the form of enrolment ratio and ongoing dropout rates in primary schools of Indian education system. Private sector has showed the improvement in educational structure. The study presents that the poor learning and outcomes in education are the result of govt in efficiency. There is a big funding

and regulation problem. It suggests some improvement in education system like more funding resources, teacher training and improvement in the quality of education.

Tribal youngsters in the Nilgris District were studied by Dr. Rajam and Dr. Malarvizi (2011). With the use of an interview schedule that was well-structured and pretested, 600 respondents in the Nilgris were interviewed in two blocks. A random sample method was utilised to collect data. The study's findings caused conflicts, problems, and tensions because the opportunities that were provided were not adequately utilised. According to the findings of the study, a school-based crèche could alleviate the home load on schoolgirls by allowing them to focus on their studies instead of caring for their families. As a result of women's education, their standard of living and the structure of their families are transformed.

Mehrotra, Santosh (2012) in his study explained the need of financing education system of India to fill the financing gap. The govt of India passed "The RTE Act 2009", which asserted that children of 6 to 14 years age should provide compulsory education in minimum eight years. The study also explores the cost of achieving RTE. It points out that can India fulfill the finance need to improve the RTE. The study revealed that there are difficulties in searching the resources in implementation of RTE. This is because of high fiscal deficit crises from the world economic crises. This study presented a number of measures to implement the "RTE Act 2009".

Sarvapali Ram (2012) Pupil-to-teacher ratio was discussed in detail. This is a critical flaw in RTE's operation. 30:1 or 35:1 was recommended as the ideal pupil-teacher ratio in the study. Teacher qualifications and training are essential. However, it has been found that this ratio is not adequate in government schools. One instructor instructs a huge number of students and some teachers are underqualified, which is a positive aspect of educational quality.

There was research done on the application of the right to education by Seema S. (2013). Teachers, parents, and students in rural Haryana, India, schools were asked to take part in a study to see how well RTE was being implemented and perceived. Although the RTE Act has been in effect for two years in Haryana, enrollment and basic infrastructure have improved modestly, but the state has failed to attain high-quality instruction for its students. Facilities in state-run schools are pitiful at best. A large percentage of all schools were run by a single instructor.

Uma (2013) conducted a study on Right to Education (RTE): Examined from a Critical Perspective. A sample of 200 persons was studied using a variety of methods, including direct observation, in-depth interviews, and an online survey. After three years after RTE 2009 was passed, this paper aims to shed light on the legislation's meaning, as well as to provide a critical assessment of the act. This analysis concludes by stating that passing an act is not enough to

accomplish the goal of UEE. There must be a proper implementation and monitoring of the legislation in order for maximum results.

Krishnarao and Mangesh (2013) conducted a study on a study of awareness of school teacher towards "Right to Education Act 2009". The primary goal of this study is to highlight the role of teachers in implementing the RTE Act.. A sample of 50 instructors from ten schools in Satara district was chosen for this study. Teachers from both public and private schools were chosen to participate in the selection process, which included 25 men and 25 women. Using a questionnaire developed by the researcher, this study collected data on teachers' awareness of RTE. The results showed that male and female elementary school teachers differ significantly in their awareness of the RTE Act of 2009. Teachers' sex has an effect on their awareness of the RTE Act.

Malik, Tayal (2013) conducted a study on problems of society for not getting education which is actually financial investment of the society. The goal of the study is to determine how much potential instructors know about RTE through the use of a sampling method. This study collected data via a questionnaire. A representative sample of 120 aspiring teachers was drawn from both rural and urban areas, with 60 percent being from the former. Rothak, the capital of the state of Haryana Male and female teachers in the area studied were found to have no statistically significant differences. Therefore, it is essential that all residents of the affected area be educated about the RTE Act's application and awareness because students are the nation's future financial investment.

Uma (2013) conducted a study on Right to Education: An in-depth evaluation. The research relied on both primary and secondary data. A variety of methods, including observation, interviewing, and an online survey, were used to gather the data. This study relied on a random sample size of 200. People in the service class were asked to complete an online survey. This study used a random and convenient sampling method. According to the findings of this study, it is not enough to simply pass a law. Hours are needed to carry out and monitor the procedure correctly. Mohamed Imranullah (2013): For children from "disadvantaged groups" and "weaker sections," RTE Act 2009 demands that private schools reserve 25% of seats at entry level for qualified students. Here, we examine if this Act is working in practise and whether or not it is benefiting its intended audience. Consideration is also given to public awareness and representation. In an interview format, the RTE Act's advantages and disadvantages were discussed.

Kumar (2014) conducted a study on awareness of RTE Act 2009 amongst male and female teacher; junior and senior teachers; married & unmarried teachers. This study used a survey method. There is a substantial difference between male and female teachers when it comes to RTE Act awareness. The only substantial difference between married and single instructors is between junior and senior teachers. The paper concludes by recommending that

instructors who are unmarried receive training and participate in RTE Act-related conferences, workshops, and seminars.

Ramya M (2014): Human Rights Watch has produced a report saying that despite the passage of the Right to Education Act in India four years ago, children from underprivileged backgrounds still face discrimination in getting an education (HRW). There was extensive research done in Uttar Pradesh, Bihar, Andhra Pradesh, Haryana, and Delhi for the report. Children, parents, and school employees were all interviewed by Human Rights Watch (HRW) volunteers. As the principal of the UP school is quoted as stating, "The tribal youngsters are a significant problem." in the report, According to the survey, this kind of discrimination leads to an increase in truancy. Several children in a Dalit area in Bihar said they didn't attend to school because they didn't feel like they fit in. Weak execution of educational policies is also encouraged by child work, according to the research.

Madire.Mahanandi (2014): conducted a study to see how well teachers are aware of the Right to Education Act. For this study, the investigator recruited a random sample of 50 primary school teachers from among those working in the district's ten schools. There were 30 educators from public schools and 20 educators from private schools among the total of 50. There were 25 male and 25 female teachers in this group. The data was gathered through the use of a descriptive survey method. Female instructors were found to be more knowledgeable about the RTE act than male teachers, while teachers at public schools were found to be more knowledgeable than those at private schools about the RTE act. Another conclusion indicated that instructors who attended more RTE training programmes had a high level of awareness of the RTE Act.

Kalyani.K (2014): studied how the RTE Act is being implemented and the problems that remain ahead of its successful implementation. All children between the ages of 6 and 14 are entitled to free and compulsory education at a local school. Direct or indirect charges will not apply to the parents. The federal government provides free elementary education as a constitutional entitlement. A fantastic approach to get your message out to those who haven't heard it is through RTE, which has particular provisions for those who haven't been serviced before. In order for the RTE to succeed, it is imperative that the quality of teaching and learning be improved. It is difficult to completely execute the RTE Act because there are not enough competent teachers, the construction of neighbourhood schools, the involvement of the private sector, infrastructural development, and a strict admissions screening process. It is imperative that all stakeholders put in their all-out effort in order to meet the challenges ahead. This is a matter for the entire country, not just the federal and state governments. The agencies concerned need to work together more closely. Gaining traction toward a goal requires the active involvement of and support from the local community.

Irfan Ali. Abbas (2014): The paper's primary concern is the RTE Act's impact on private schools. The legitimacy of the rules placing an obligation on private schools is examined, as is the interpretation of the courts on this aspect, as well as the dichotomy between public responsibility and private liberty, in this report. According to this study's findings and recommendations, private schools must establish a fair selection process, leakproof payment mechanisms, and an open monitoring/evaluation system in order to effectively execute the reservation policy in private schools. An effective monitoring and implementation system must be established by the government in order to make the 25 percent available to the most disadvantaged communities.

Ishita Gaddipati (2015) conducted a study on the issues relating to RTE implementation and challenges: a qualitative study. All stakeholders, including management personnel, teachers, parents, and kids, were interviewed by the researcher. 30 parents, 30 children, 20 instructors and 20 management personnel make up the total sample size of 100 participants. The data for this study was gathered through an interview schedule in a descriptive study. According to the survey, RTE students are unable to keep up with their peers in terms of academics and the grading system in CBSE schools.

Dr. N.D. (2015) investigated the knowledge of the Right to Education Act (RTE) among the parents of Soliga Tribe schoolchildren. Random sampling was used to identify 50 parents of Soliga Tribal children. An interview schedule for parents was employed by the researcher. According to the findings, these parents have a surprisingly low level of familiarity with the RTE Act. In order to improve and raise understanding of the RTE Act, it is necessary to intervene and intervene to enhance and raise awareness among parents.

Abhishek Choudhari (2015): As a result, on February 9th, the state education ministry will begin accepting online applications for the 25% quota under the Right to Education Act (RTE) in Nagpur district. In the first phase, RTE-compliant schools will register online and indicate the number of seats they have available. The second phase, which is expected to begin on February 23, will allow parents to begin filling out online applications. Starting in March, the actual admissions process will get underway.

Social change and economic development

India's constitution was ratified on January 26, 1950, and as a result, the objective of universalizing basic education became the country's main priority. Basic education helps an individual deal with the obstacles of daily life, make critical decisions, and reduce their reliance on others for minor issues. To meet India's national aim of universal primary and secondary education, the federal and state governments of India initiated a number of initiatives. However, even in 2016, we have yet to meet our UEE goal. Because of a lack of resources, a financial crisis and a lack of proper planning and research, UEE was unable

to achieve its stated purpose, which was to improve the lives of low-income students.

Similarly Many constitutional measures have been created since the inception of the Indian constitution to ensure that all children have access to elementary education. For children aged 6-14, states were obligated to provide free and compulsory elementary education, as mandated by Article 45 of the Directive Principles of State Policy. In India, just a few states are still providing free and compulsory basic education after 50 years. Since most governments were uninterested, the UEE did not achieve any meaningful outcomes.

It was only after this lack of understanding by state governments that India's federal government passed the Right to Education Bill, 2009 under India's 85th constitution amendment. Educating children from the ages of six to fourteen is guaranteed in Article 21A of the Declaration of Human Rights as a fundamental right. All Indian states and union territories went live with the right to education on April 1, 2010. Because of this, it was necessary to examine the impact of RTE,2009 on UEE and the obstacles that were encountered in its implementation, as well the ground realities and effectiveness of this programme. Consequently. It's so hoped that this article will provide a snapshot of the current situation of the Right to Education Act, 2009 in terms of its impact on elementary school enrolment, retention, and accessibility. Using this study, policymakers will be able to meet with the realities of the implementation of this act and can make changes to the current act in order to implement this act more successfully throughout the country.

Conclusion

Data from a questionnaire was studied and interpreted. In order to draw conclusions, one must first analyse and evaluate the data. The researcher must be careful and cautious when drawing findings and generalisations based on data interpretation. During this phase of research, critical and logical thinking is required in summarising and comparing the study's findings to its stated objectives. It is imperative that researchers avoid drawing findings that are inconsistent with each other or with reality. The drawing of conclusions is just as important as the actual investigation itself. They are responsible for putting the finishing touches on all of the hard work. It is the goal of this study to assess the influence of the Right to Education Act on primary education universalization

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