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# **Challenges and its Impacts posed through the Administration Process for Admission under EWS/DG Category, based in Delhi, under RTE Act Section 12(1)(c)**

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**Abstract**

*The study intends to highlight and understand the disparity that exists between seats allocated in private education institutions, as per the RTE section 12 (1) (c) mandate, and seats which are in fact filled by the economically weaker sections and the disadvantaged groups based specifically in Delhi. The study identifies one of the reasons for such a gap to be an inefficient and improper implementation of Section 12 (1) (c) itself, under which the role of registration process and inclusion of technology in the admission process have been elaborated upon whilst considering the challenges the key stakeholders of this section faced as a result of the implementation mechanism. Additionally, it includes a primary survey analysis which verifies and supports the claim of an ineffective implementation mechanism from the perspective of parents of children admitted under this section, given parents of the children and children themselves under these groups are the direct beneficiaries of the section.*

**Key Words:** *EWS/DG, RTE Act Section 12(1)(c), quality education, SDG-4*

## **1.0 Introduction**

Economically Weaker Section (EWS) are members of the society whose child belongs to “weaker section” refers to “a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification”. The state government has identified the weaker section by establishing the family’s annual income to be less than one lakh rupees. A “child belonging to disadvantaged groups” refers to “a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other fact, as may be specified by the appropriate Government, by notification” (RTE Act, 2009, Section 2, Clause (d)). Other factors which categorize children belonging to a disadvantaged group, as stated by the state government, are children with special needs, children with disability, orphans and transgender. Though technically different, these two groups of society are at an immense disadvantage when it comes to having equal access to quality education which, in Delhi and throughout India, are significantly provided by the private sector. This could be due to the government allocating insufficient resources towards education to meet the same level of quality. The private education institution, as is known, aims for quality output inclusive of profitability. This means, in order to deliver quality the private education institutions charge a relatively higher price than the public education system which automatically injects societal, political and economic inequality, where affordability becomes a prerequisite to quality education; a basic human right.

To bridge such inequality, the intervention of law was necessitated and Right to Free and Compulsory Education (RTE) Act 2009 was enforced in India. RTE’s objective was free and compulsory education for all, were ‘free and compulsory education’ meant the obligation of the appropriate government to:

|     |  |
|-----|--|
| (a) | (i) Provide free elementary education to every child of the age of six to fourteen years.<br>(ii) Ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years. |
| (b) | Ensure that the child belonging to the weaker section and the child belonging to the disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.               |
| (c) | Provide infrastructure including school building, teaching staff and learning equipment.   |
| (d) | Ensure and monitor admission, attendance and completion of elementary education by every child.  |
| (e) | Ensure good quality elementary education conforming to the standards and norms specified in the Schedule.  |
| (f) | Ensure timely prescribing of curriculum and courses of study for elementary education<br>(i) Provide training facilities for teachers.   |

Table1.0 (The Gazette of India 2009, Aug 27)

RTE directs the country to be an inclusive and equal society by bringing key transformations at a nascent stage, which is advocating for unhindered access to education. However, the study focuses on section 12 (1) (c), a segment of The *RTE Act*, which safeguards 25% of all seats in the entry-level class, be it from preschool, pre-primary or class I, of private unaided schools, whichever the institution offers, for the children belonging to the EWS and DGs in the neighbourhood. Children residing in the neighbourhood range of 0 to 1 km would be given the first preference. This section, if implemented correctly, would provide learning opportunities for all children and bridge the inequity existing between children belonging to different socio-economic backgrounds, which would be accomplished when they would be learning

together in the same school under the same roof. It also ensures that quality education, which promotes the free exchange of knowledge and ideas, be available to all children regardless of their background, fostering an inclusive and integrated learning environment.

## **2.0 Eligibility Criteria**

In order for the intended beneficiaries to make use of this section, they need to produce official documents to the authorities depending upon if they belong to EWS or DG. Documents essential for children belonging to EWS are Income certificate issued by a Revenue Officer, not below the rank of Tehsildar or BPL/AAY/Food Security Card issued by Food and Civil Supply Department, Govt. of NCT of Delhi. For DGs, the documents required are SC/ST/OBC certificate issued by Revenue Officer, not below the rank of Tehsildar or BPL/AAY/Food Security Card issued by Food and Civil Supply Department, Govt. of NCT of Delhi. No income limit is prescribed for children belonging to disadvantaged groups. (National Commission for Protection of Child Rights & Quality Council of India, 2018). However, producing these documents in some cases, occurring especially in Delhi, would not be deemed sufficient or accurate by the authorities, despite the beneficiaries being qualified for the same. This is an instance of the primary stakeholder, the parent of an EWS/DG child, incurring limitations in obtaining what rightfully belongs to them which further has an adverse ripple effect over a period of time.

However, that is not all. Advancing to an online registration process from the school level is identified as one of the key limitations by the primary stakeholder. Considering the child meets the criteria for admission under Section 12(1)(c), the parents' have to abide by the online process of registration for admission as described below. The process of the registration process for EWS/DG admission under RTE is carried out through Government's official website [edudel.nic.in](http://edudel.nic.in) for the Government of Delhi, N.C.T.

The following are the steps which are followed for the online registration process in the Government's official website edudel.nic.in:

|     |  |
|-----|--|
| (1) | <b>Registration for New User (Nursery/Pre-School to Class-1)</b><br><b>नए आवेदनकर्ता के लिए पंजीकरण (नर्सरी / प्री-स्कूल से कक्षा -1 तक)</b> |
| (2) | <b>Login If Already Registered</b><br><b>पंजीकृत आवेदनकर्ता के लिए लॉगिन करे</b>   |
| (3) | <b>“Step 2” button. At step 2 page (Choice of Schools 0 - 1 Km), the list of schools in 0 - 1 m k will be displayed.</b>                     |
| (4) | <b>Step 4 (Choice of Schools 3 - 6 Kms) has the schools in the distance range of 3 - 6 Kms.</b>  |

**1. Registration for New User (Nursery/Pre-School to Class-1)/ नए आवेदनकर्ता के लिए पंजीकरण (नर्सरी / प्री-स्कूल से कक्षा -1 तक)-**

The first step for the registration process includes filling up the basic information including the Name, Email address, Phone, Total annual income and specifying whether applying under the EWS or DG category.

**2. Login If Already Registered/ पंजीकृत आवेदनकर्ता के लिए लॉगिन करे-**

After the initial registration on the website, the user is required to sign in where he completes the parents or the guardian address and mentions the locality and sub locality.

**3. “Step 2” button. At step 2 page (Choice of Schools 0 - 1 Km), the list of schools in 0 - 1 m k will be displayed.**

This step involves picking the nearest schools from the nearest set of school list in which the parent is interested to take admission.

**4. Step 4 (Choice of Schools 3 - 6 Kms) has the schools in the distance range of 3 - 6 Kms.**

This step involves picking the nearest schools in the 3-6 kms range from the list of the schools mentioned.

The final step involves submitting the application in which it mentions that the choice of school cannot be changed after this submission. The results of the computerized lottery are updated on the official website of the government.

Given there exists a chance of achieving an outcome of such degrees, such as narrowing inequality and broadening the base for qualified labour in the future, the study sheds light, considering the geographical location of Delhi, as to how effectively this section is being implemented and to what extent its challenges pertaining to the process of practising this section in the society limits its reach and impact.

### **3.0 Purpose of Introducing Technology in Admission Process**

The transition of EWS/DG admissions system from a school level to an online and centralised platform in Delhi was formally announced by the state government via an official circular in 2018.

At the school level, there were some instances where the failure of proper implementation of certain instructions by the central government to the private education institutions resulted in discrepancies. One such instance was in April 2015 when the government asked the school Principals to verify the EWS certificates to prevent individuals from taking advantage of this section. Despite these instructions, it was discovered that there were some students who were granted admission under this section based on counterfeit income certificates, which was an outcome of no thorough inspection.

It is emphasized that scanned copies of certificates and online applications would be an efficient medium, to not only aid in creating and monitoring the consolidated data on the number of children enrolled under this section but also ensure better scrutiny of the requisites submitted. Overall, it is expected to keep an organized track of the progress of the section.

The Delhi government aimed to create an online admission process consistent with the processes followed in Rajasthan and Maharashtra, which at the time functioned and continues to function successfully on a completely online platform.

A significant contributing factor to the hindrance of the progress of Section 12 (1) (c) in Delhi was the reimbursement mechanism that it followed. This inference was made from the grievances raised by the parents of the students admitted under this section who claimed that they were asked to pay Rupees 3000/- to 10,000/- for admission purposes. This is in direct contradiction of what the law expects to happen, which is to provide education to children under these sections free of cost. This suggests that either an insufficient amount is reimbursed by the government or a system of delayed reimbursement mechanism is practised which, either way, creates inefficiency. This does not serve the parents economically well. The main purpose of this section is to remove any monetary barriers to quality education, and not abiding by that is not only in direct violation of the law but could adversely impact the future of the children as well.

Hence, an appealing factor that the Delhi government would have found in Rajasthan's online admission system is its efficiency and transparency, which allowed the process of verification and reimbursement to run smoothly with greater accountability. (IIM AHMEDABAD et al., 2015, p.9). Currently, the state government has availed the option for the schools to raise the reimbursement claims on the DOE annually. This factor being a crucial drawback for the Delhi government could have been one of the primary reasons for emulating the online admission system of Rajasthan.

### **3.1 Attempts at Implementation of the Online Lottery System**

The transition from an offline to online means of registration and admission for EWS/DGs was made in 2018 in Delhi, much before its counterparts such as Rajasthan and Maharashtra where the admission-to-reimbursement online portal was set-up in 2013. The use of the admission-to-online portal in Rajasthan proved to be efficient and transparent in terms of not only keeping a record of the statistics of the number of children enrolled under the section but also details of the selected children, their medium of instructions and fees were conveniently searchable. Using an online portal for the registration process would also suggest statistics pertaining to the number of seats filled would be easily available by the government and thus



nudge them to reimburse equivalently. Such a potential outcome for Delhi could contribute to mitigating the unlawful practice carried out by a key stakeholder, the private school, in charging parents of EWS/DG wards and would also act as an incentive for the private school to be an active advocate for this section and be an integral component in effectively implementing it, given they would be rightfully compensated. However, given the primary beneficiaries in Delhi are children of individuals having an annual income of up to Rupees 1 lakh, it is unlikely that EWS parents' would possess the technical computer literacy to successfully complete the process, in which case they might resort to third parties such as local touts at cyber cafes and local NGOs. This would make the applications more prone to mistakes which result in higher chances of rejection by the private schools. One such case occurred in Pune wherein the aid at a cyber cafe was sought by a mother. This ultimately resulted in her ward's application being applied to a school which did not fulfil the requirements of section 12(1)(c). She had to wait another year to apply again.

An outcome as this can occur in Delhi which would result in more rejections and fewer seats being filled under this section. In this case, the Delhi government can set-up local help centres to cater the parents throughout the online process and ensure that employees at these help centres are knowledgeable about the sections, well-trained and have basic infrastructure such as internet connectivity and electric supply so that they can be in a position to guide the parents. In the case of Gujarat, where the online portal was introduced in 2017-18, applicants were often unable to accurately locate their address on the Google Map provided; as a result, the list of schools that were provided was not correctly identified, one of the reasons was that Applicants were asked to enter their postal address, including their Pincode and a landmark. A location pin was then dropped on the map based primarily on the landmark and Pincode, which were the major source for tracing the 'neighbourhood' location on the GPS, locating the address on the basis of pin codes and landmarks posed an issue(IIM AHMEDABAD et al., 2020, pp. 26-56). In order to balance that outcome, the state government could establish a fully-functional toll-free helpline which provides necessary and updated information about the section and caters to any of their clarifications. These toll-free helpline numbers should be prominently mentioned on the website and be prominently displayed in schools where the applicant may apply.

### **3.2 Common challenges faced by parents in the process of Online Lottery**

Some of the commonly faced challenges while registering for the online lottery system are:

1. Lack of Awareness about the online website for the registration process
2. Lack of technical skill to fill the online application/Dependency on Cyber Cafe
3. Lack of awareness /motivation for filing redressal of grievances.
4. Wrong allocation of school based on inaccurate measurement of distance.

#### **Lack of Awareness about the online website for the registration process**

The decision of shifting of the registration process to a complete online medium was taken by following the examples of the two states of Rajasthan and Maharashtra. But the Government did not realize that the situations in these states are different. Rajasthan has an income limit for 2.5 Lakhs rupees whereas the limit in Delhi is Rs.1 Lakh and generally the online procedure is more accessible to the latter than the former. (Sebastian, K. S.2015, October 18).

#### **Lack of technical skills to fill the online application/Dependency on Cyber Cafe**

It comes as no surprise that most of the people belonging to the EWS or DG group do not possess high literacy levels and thus understanding the process of the online registration for the EWS/DG category is difficult. After ending the system for offline registration, an assumption is being taken by the Department that these people would be able to leverage technology to expedite and enrol in the process without any difficulty, but it may not necessarily be the case.

#### **Lack of motivation/awareness for filing redressal of grievances.**

Grievances about the admission process are to be registered at GRMS portal at <http://doepvt.delhi.gov.in>. or for any clarification/grievances in this context, parents/school have the provision to contact respective Dy. Director of Education (District/Zone). There is hardly any success even after giving the grievance redressal an online platform wherein all the grievances are properly organized and detailed. Grievances put forward by the parents, before and after the introduction of the online platform were left unaddressed and unattended. Some grievances were such that it directly violated the said section which often resulted in monetary losses of key stakeholders. Not addressing such serious concerns left the parents with no choice but not to

report it in the first place. Also, now that this system is strictly online, the ones most affected and want to report cannot due to lack of technical knowledge regarding the IT and the system of grievance online altogether which is likely to result in key issues faced by the stakeholders being unaddressed and thus the section being poorly implemented.

### **Wrong allocation of school based on inaccurate measurement of distance**

The government often uses radial distance for calculating the distance between the applicants home and the school that they have been allocated. This is often inaccurate because the actual distance which a child needs to cross includes crossing rivers, roads, geographical landscapes which inadvertently adds to the distance. Sometimes, due to this, the parents cannot admit their child in the school that has been assigned to them.

### **4.0 Case Analysis**

We conducted a survey with 158 families belonging to majorly low-income groups from the areas of Seelampur, Aya Nagar, Govind Puri, Sangam Vihar, Moti Bagh, Munirka, Jaitpur, Babarpur and Tughalakabad to understand the level of awareness in people about the online EWS/DG registration and admission process.

### **The annual income for the people we conducted the survey was as follows:**

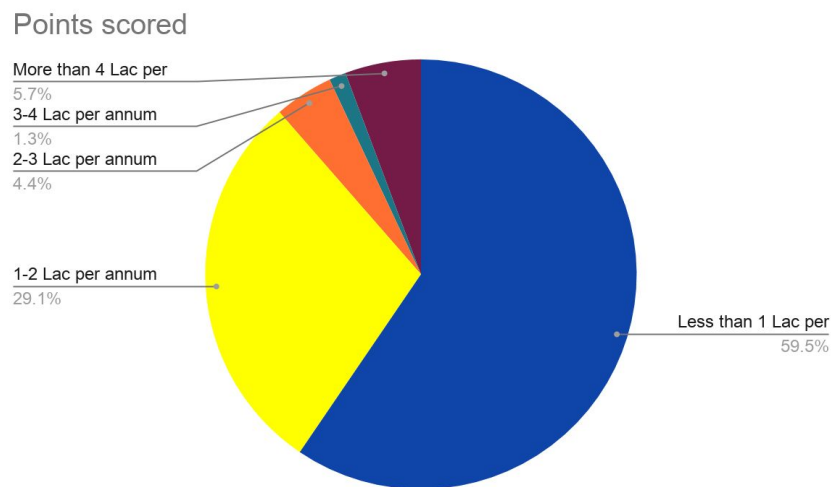


Figure I

Of the 158 families on which the survey was conducted, 59.5% reported their family annual income to be under 1 Lac per annum, about 29.1% reported their family income to be between 1-2 Lac per annum while 4.4% people reported their family income to be between 2-3 Lacs per annum. The idea behind this distribution was to target largely the families fitting under the EWS or DG category. This gives us a fair understanding and perspective that parents of children under this section have about Section 12 (1)(c).

**1) When your child was of school-going age, did you know that you could enroll her/him in your nearest private school free of cost? जब आपका बच्चा स्कूल जाने वाली उम्र का हो गया, तो क्या आप जानते हैं कि आप उसे अपने नज़दीकी निजी स्कूल में मुफ्त में दाखिला ले सकते हैं**

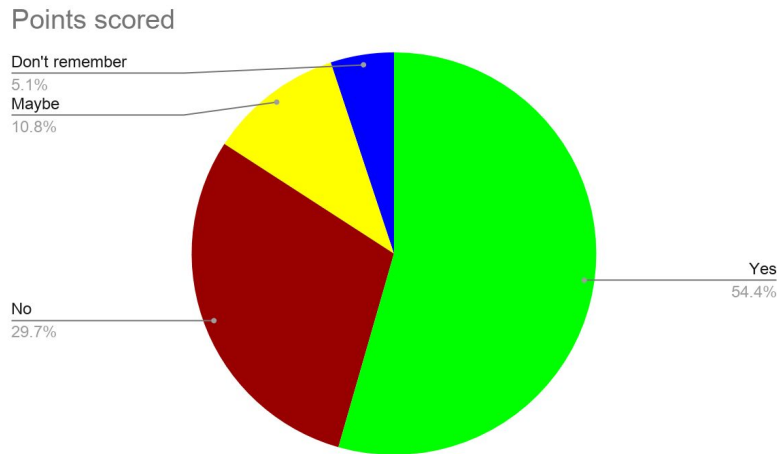


Figure II

This question was asked to understand the degree of awareness people had about this section. This also tells us how successful the government has been in communicating the section to the intended beneficiaries. Of the people with whom the survey was conducted 54.4% reported that they knew that provision of EWS/DG admission to enrol their children in a nearby private school without any fee existed. This brings about the level of awareness of such a provision sanctioned by the law. 45.6% did not know about the EWS/DG admission process. This suggests that though the majority of the people who took the survey were aware of this section, a significant proportion of them were not. This suggests that the state government has yet to improvise on communicating the law to the intended audience. Instead of making this

information available at school and online, it could distribute pamphlets or make announcements in localities where the majority of EWS/DG population reside.

**2) Did you ever consider applying for a freeship lottery for getting your child's admission in a nearest private school?/ क्या आपने कभी किसी निजी स्कूल में अपने बच्चे का दाखिला लेने के लिए फ्रीशिप लॉटरी के लिए आवेदन करने पर विचार किया था?**

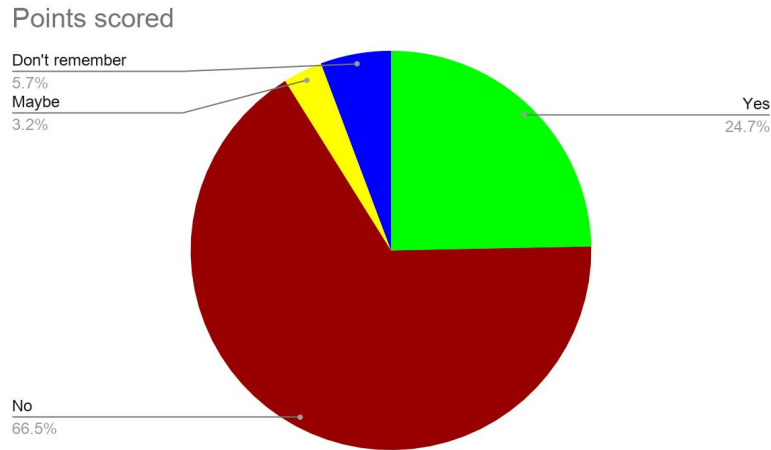


Figure III

Of the people with whom the survey was conducted 24.7% reported that they wished or thought about enrolling their children in a nearby private school. This brings about the mindset about how quality education is generally imparted more in private institutions than their government counterparts. People realizing this reality express desire to make this opportunity accessible to their children. 66.5% of the people also reported that they did not consider enrolling their children in a private school even when they would not be charged with the school fee. This might be due to the exploitation faced by EWS/DG admission in the name of fees of books and uniforms levied upon them contrary to the provision mandated by the law.

According to a report by Indus Action, Inclusive Classrooms, a study of Implementation of Right to Education Section 12 (1)(c) in Delhi, 2018 from the year 2016 when the online grievance portal was introduced to the year 2018, only 2200 grievances relating to RTE Section 12(1) (c) admissions were reported. Of these reported grievances, books and uniforms and distance of commuting constituted 25 % of these complaints (Badhwar, 2019).

**3) Do you know of anyone who has applied for a freeship admission quota for EWS/DG category in a private school through the lottery system for his child ? /क्या आप किसी ऐसे व्यक्ति के बारे में जानते हैं जिसने अपने बच्चे के लिए लॉटरी सिस्टम के माध्यम से एक निजी स्कूल में ईडब्ल्यूएस / डीजी श्रेणी के लिए मुक्त प्रवेश कोटा के लिए आवेदन किया था?**

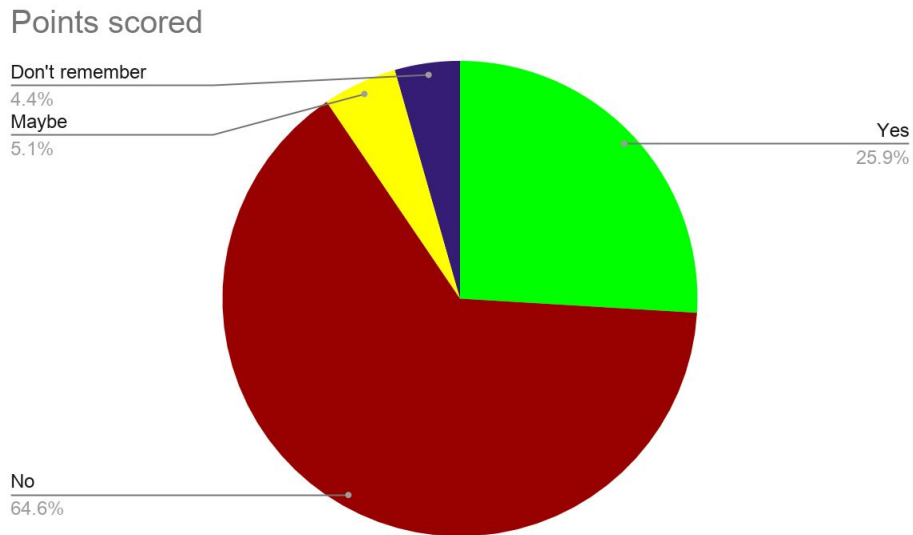


Figure IV

64.6% of the people did not know of anyone who applied in the online lottery process under the EWS/DG category. This throws light around how many people actually go ahead and apply for the process. This is probably due to fewer people applying for the process and less motivation in people to apply considering the administrative difficulties and the exploitation at the hands of private institutions in granting and sustaining admission. Given EWS/DG are a small-knit community, a mere 25.9% individuals having knowledge of this system existing and being applied in their community suggests that many are not aware of this provision and hence the implementation of the section is scarcely observed.

**4) Do you know of anyone who had applied for a freeship admission quota for EWS/DG category in a private school through the lottery system for his child and actually got admission ?/ क्या आप किसी ऐसे व्यक्ति के बारे में जानते हैं जिसने अपने बच्चे के लिए**

**लॉटरी सिस्टम के माध्यम से एक निजी स्कूल में ईडब्ल्यूएस / डीजी श्रेणी के लिए फ्रीशिप प्रवेश कोटा के लिए आवेदन किया था और वास्तव में प्रवेश प्राप्त किया था?**

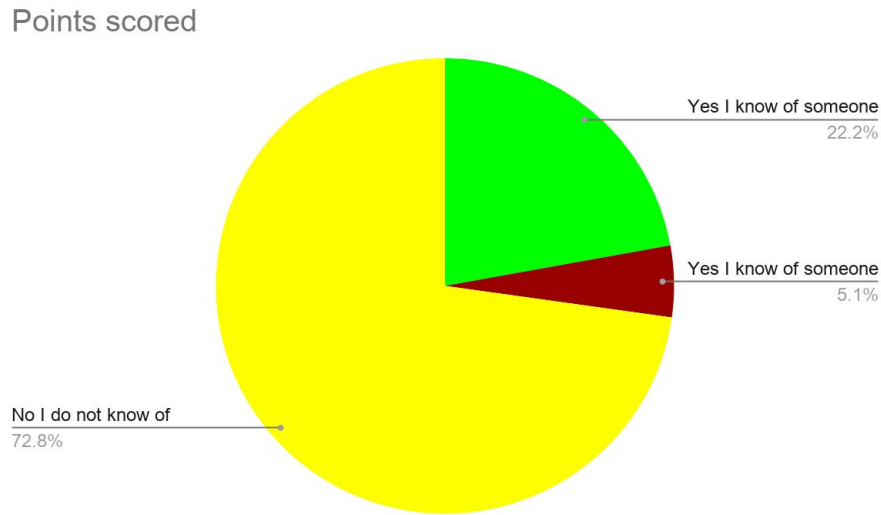


Figure V

72.8% of people did not know of anyone whose kids were studying under the EWS/DG category in private school. While 5.1% of people responded that they know of someone who did get selected in the lottery process but could not get admitted due to different reasons. However, 22.2% of the respondents do know someone who has benefitted from the provision and has gained admission. In order to show that this provision is an effective means to secure admission for those under the section, a mechanism can be developed to connect individuals and families who know this provision is effective and those who do not. When such knowledge comes from someone within the community, there is a trust factor which exists as well, making it more likely for EWS/DG to apply under the section.

**5) क्या आपके पास अपने बच्चे के प्रवेश के लिए आवेदन करने के समय सभी आवश्यक दस्तावेज थे? जैसे श्रेणी प्रमाण पत्र / आय प्रमाण / पहचान पत्र / जन्म प्रमाण पत्र/ Did you possess all the necessary documents at the time of applying for admission for your child ?Like category certificate/ Income proof/ Identity card/Birth certificate.**

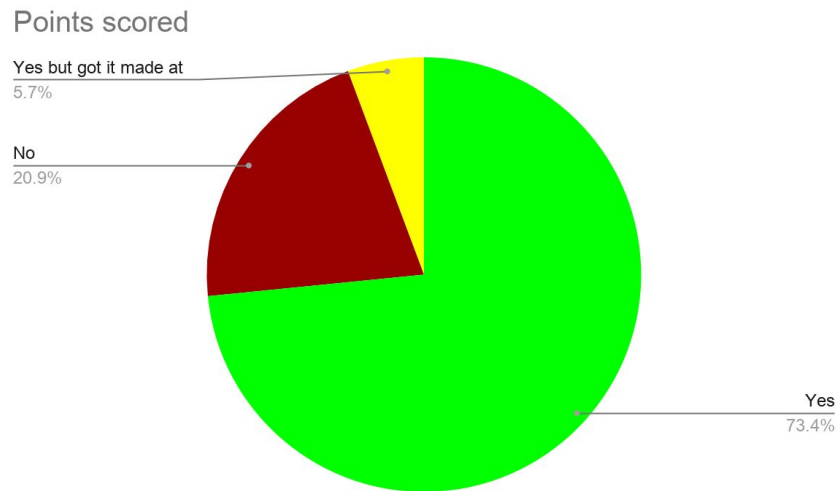


Figure VI

One of the many reasons behind why the people are not able to apply for the process or secure admission is because of the lack of proper documents at the time of seeking admission. Roughly 5 % of the people in the survey reported that they had to get the documents ready at the last time of seeking admission. While roughly 21% of people reported that they did not possess proper documentation at the time of seeking admission. This is one of the major deterrents which costs admission of the children. However, 73% of the respondents did possess the documents at the time of admission. This suggests that there might be different reasons apart from unavailability of documentation, which in this case is a small factor, that might be hindering EWS/DG from making use of the section.

**6) क्या आप फ्रीशिप लॉटरी के तहत एक निजी स्कूल में प्रवेश स्तर पर मुफ्त शिक्षा प्राप्त करने के लिए मापदंड के बारे में जानते हैं?/ Do you know about the criteria to avail free education at entry level in a private school under freeship lottery ?**



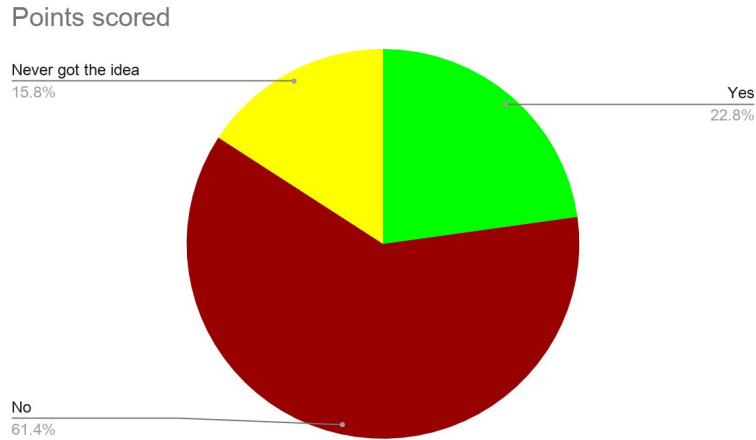


Figure VII

61.4% of the people in the survey reported that they did not know the criteria to avail entry in a private school using the EWS/DG admission process. This points out to the lack of awareness in the people regarding the admission process. With such a vast number of people reporting their lack of information, these people are much more prone to not go ahead with the process of the online registration and if they do get admission they are very unlikely to seek proper redressal measures to safeguard admission in the private schools.

**7) जब छात्र आरटीई अधिनियम 12 (1) (सी) के तहत एक निजी स्कूल में प्रवेश सुरक्षित करता है, तो संबंधित छात्र को प्रवेश देने वाला स्कूल उन्हें आवश्यक संसाधन जैसे किताबें और वर्दी प्रदान करने के लिए उत्तरदायी होता है। यदि प्रदान नहीं किया जाता है, तो माता-पिता प्रतिपूर्ति राशि प्राप्त करते हैं। क्या आप जानते हैं या इस बारे में सुना था?/ When the student secures admission in a private school under the RTE Act 12(1)(c), the school admitting the respective student is liable to provide them with necessary resources such as books and uniform. If not provided, the parents receive the reimbursement amount. Did you know or had heard about this?**

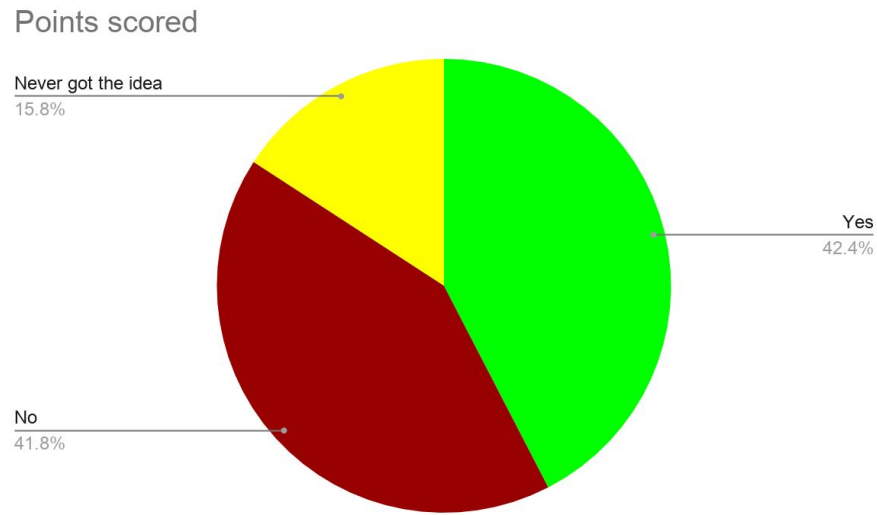


Figure VIII

A significant percentage of 41.8% of people reported that they were not aware that free books and uniforms are also provided with the EWS/DG admission process. 15.8% of people also reported that they had never thought about it. This points to the exploitation that people seeking admission witness due to lack of awareness and may eventually drop out under increasing financial load.

Lack of awareness about the free books and uniforms may also deter people from actually applying for or getting their children admitted under this provision on the fear of jeopardizing the academic life of their child if they are rendered unable to pay the uniform or book fees.

**8) क्या आपने *edudel.nic.in* के बारे में सुना है कि आप किस वेबसाइट पर प्राइवेट स्कूल में फ़्रीशिप कोटा के लिए लॉटरी के लिए पंजीकरण करते हैं/ Have you heard of *edudel.nic.in* on which website you register for lottery for freeship quota in private school?**

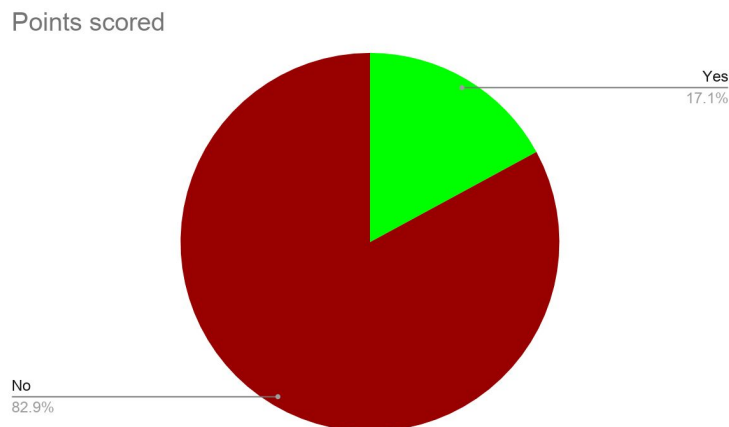


Figure IX

Perhaps, one of the most interesting and alarming insights we got about the introduction of the online process for the EWS/DG admission process is when 82.9% of people reported that they have never heard about the government portal for applying for EWS/DG admission under RTE. Considering online registration is the only channel of application for the said admission this sheer lack of awareness paints a bleak picture about the success of awareness and proper communication by the Department about introducing an online registration process as the sole process for admission application.

All in all, the majority of our participants in the survey belonged to EWS/DG category, given their annual income was reported to be less than Rupees 1 lakh per annum. Although the majority of the respondents were aware of the provision of free education at the nearest private school, 66.5% of the respondents did not enrol their wards for the same. This could be due to administration hindrances such as payments of up to Rupees 10,000 for school resources and other related utilities. 45.6%, still a large number, were not aware of the provision established by section 12(1)(c) which infers the need to improve communication for the provision and ensure that the means of communication are such that they reach out to the maximum number of the intended audience. Many of the participants did not know about the criteria to qualify for free education under section 12(1)(c). This suggests that even though they might have a basic idea of the provision, they were not aware of the fundamental details of the same. Having access to half information is equivalent to being misinformed. Such misinformation makes the section ineffective. Delhi government's latest attempt to ensure efficiency has appeared in the form of an

online portal which many of the intended beneficiaries were not aware of. Such shortcomings are likely to have serious impacts on key stakeholders. Some of them last for a longer period of time.

### **5.0 Outcome of the RTE Act Section 12(1)(c)**

The following details the outcome of the implementation of the respective section and how these outcomes might affect the key stakeholders, the parents and the children, over the short-term and long-term

#### **a) Short Term Effects**

- Thousands of seats remain vacant under EWS and DG category admission despite the provision of the law which safeguards their right to seek admission.
- Children after taking admission seldom drop out as they witness harassment from school bodies in terms of non-issuance of free books and uniform. This expenditure acts as a deterrent to continue their education in a private school.
- Lack of awareness of the online admission process promotes fewer people applying to seek admission under this provision.
- In case grievances are reported the private institutions often go on to challenge the respondent claims using frivolous reasons which comes as a time-buying tactic which often leads to loss of academic year or sometime years for a child.
- Private schools often offer their own interpretation of the implementation of 25% reservation under EWS/DG categories. Often when a parent approaches the academic institution they are asked to wait for the time when children which are not covered under freeship seek admission, only afterwards are the children under the EWS /DG category admitted if at all admitted.
- This interpretation involves people who are assigned a private school to wait for an indefinite time. They are often told, only when 3 people from the general category take admission do we offer admission to the freeship student. This is in stark contrast to the guidelines issued for the EWS/DG admission process.
- According to the circular no. DE.15(577)/PSB/2018/21054-59 dated 28/12/2018 states that: “School shall not deny the admission to the successful candidates of the draw of lots on the ground that “No Vacancy/ more than prescribed minimum limit of 25%”

**b) Long Terms Effects**

- If the grievances of the parents are not addressed (such as paying monetary compensation to the school, despite them being legally not liable to), then parents might lose faith in the system and resort to public education where the child's future might be compromised.
- The economic divide between rich and poor will continue to broaden, especially as a result of the inclusion of online portals which depends on the degree of affordability.
- From an ethical point of view, the implications of this divide manifested by countless digital and socio-economic reasons are detrimental in realizing and moving towards the ideals of equality enshrined in the constitution. It promotes a culture of exploitation of the poor and a 'mindset of the poor will be poor.'
- The political landscape is increasingly shifting towards the consolidation of the middle class and high business class. School associations form a nexus and are essentially acting as a money-making agency to cater to their vision of making a huge profit margin in the garb of providing high-quality education to the future leaders and securing and administering admission of poor without charging any fee violates this core ideal of profit-making in business. Establishing and Brandishing School's or Educational Board's brand identity, they do not want to tarnish their reputation by getting embroiled into a contentious idea that violates their business interest, often they would rather approach courts which a poor man finds in no capacity to engage and fight. Civil bodies and NGOs are often cited as regular trouble makers and nuisance creators in a response filed by these large private schools, further launching a tirade of mudslinging on agencies trying to promote an equitable society. With the retaliation and measures adopted by the school, the children can be influenced to act in such a corporate way by emulating the principles and ideals emulated by the school and its management.

## **5.0 Conclusion**

The educational requirements of Economically Weaker Sections and Disadvantaged Groups had taken a backseat and bred segregation in the society before Section 12(1) (c) of the RTE Act was enforced. The study verifies that the Delhi government had adopted an implementation mechanism that, when practised, did not benefit the key contributors, the private schools, as they were supposed to. This resulted in certain malpractices by the school which violated the section. Additionally, through the primary survey, it was determined that the information dissemination regarding the section was ineffective and limited. This helped us conclude that the government needed to incorporate transparent and wider means of communication to make progress in the section. It was also realized that as a result of introducing an online portal for the admission process the parents might resort to third parties to fill in their application, as they did in Gujarat, which might further downgrade the true essence and the objective of this section. Therefore, by studying the learnings and challenges of regions such as Rajasthan, Gujarat and Maharashtra who have introduced and applied the online portal, the Delhi government should make amends to its online registration system considering the same which would bridge the efficiency gap.

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