

Institutional aspects in realizing Right to Education Act

Abstract

Since the UN Universal Declaration of Human Rights over 50 years ago, there has been a proliferation of international conventions on rights. Currently, the international legal framework encompasses an astounding variety, stretching from women's rights to rights of the indigenous peoples to knowledge rights. But despite the burgeoning number of formal rights at the international and national level, substantive rights in practice remain elusive for most. This study is an attempt to assess the gap rights and realization of rights in the case of primary education in India. The study tries to understand whether the Right to Education (RTE) legislation matters for the access to education for a large number of children in India. .

Important findings of this paper are, the gross enrollment ratio has increased in primary education scene, out of school children is almost zero since the Right To Education act has been implemented. On funding aspect of the act, we see that the state governments contribute the major share of India's education budget. In 2009-10, state government's budget amounted to 74% of the total education budget for India.

There are limitations associated with this paper as the broader framework of the institutional aspects could be assessed because of the fact that it has been only been three years since the act was implemented as a result of which limited data regarding this was available.