

Implementation Of The Right To Education Act, 2009 Odisha- A Socio-Legal Analysis.

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ABSTRACT

In order to fulfill Article 21A of the Constitution's mandate for universal basic education, India passed the historic Right of Children to Free and Compulsory Education Act, 2009. The present study examines the implementation of the Right to Education Act in Odisha from a socio-legal perspective, analysing the effectiveness of educational policies, institutional mechanisms and government initiatives. The research project uses both doctrinal research and empirical research to assess legal provisions, case laws, policy documents, and field-based responses from stakeholders including teachers, students, parents, and administrators. The findings show that Odisha has made progress in school enrollment and educational awareness and inclusive welfare schemes but various challenges including poverty and tribal disparities and inadequate infrastructure and teacher shortages and gender inequality and weak administrative monitoring still prevent effective execution of the programs. The research further highlights the gap between constitutional guarantees and practical realities in elementary education. The study concludes that educational justice and equality in children's educational rights realization in Odisha require better governance and financial resources and community involvement and technological development and inclusive policy changes....

Keywords: Right to Education RTE Act 2009 Odisha SocioLegal Study Educational Rights Elementary Education Inclusive Education Child Rights Educational Policy School Governanc..

INTRODUCTION:

1.1 Background of the Study

In India, social reform movements, judicial activism, and constitutional amendments gave rise to the idea that education is a fundamental right. Prior to the 86th Constitutional Amendment Act, 2002, which made Article 21A a law and mandated that all children between the ages of 6 and 14 receive free education, the government had established education as a right under Article 45 of the Directive Principles of State Policy. Social justice requirements and poverty reduction efforts and gender equality needs and national development objectives all depend on elementary education. In Odisha, despite improvements in literacy and enrollment after the Right to Education Act, 2009, challenges such as tribal disparities, inadequate infrastructure, teacher shortages, and high dropout rates continue to affect educational progress.

1.2 Meaning and Scope of Right to Education

TRight to Education creates a legal and constitutional obligation to provide and ensure attendance of all children to free elementary education. This right is enshrined by Article 21A of the Constitution of India which is enforced by the Right of Children to Free and Compulsory Education Act 2009. Compulsory education places an obligation on the State to guarantee that all students fulfill their educational requirements, while free education ensures that no kid will be paid any fees or charges for primary schooling. The 1948 IESCOV Universal Declaration of Human Rights and the Convention on the

Rights of the Child, which establish education as a fundamental human right that promotes equality, dignity, freedom, and social justice, acknowledge educational rights on a global scale.

1.3 Historical Development of Educational Rights in India

The historical process of establishment of educational rights in India shows how society made education a necessary element for democratic governance, equality of people and social equality. Article 45 of the directive principles, which stated that the State shall provide free and compulsory education for children up to the age of fourteen, made education a requirement during the Constitution's framing process. By connecting education to the Right to Life under Article 21, the Supreme Court established educational rights through its seminal rulings in *Mohini Jain v. State of Karnataka* and *Unni Krishnan v. State of Andhra Pradesh*. This led to the 86th Constitutional Amendment Act of 2002, which established Article 21A .

1.4 The 2009 Right of Children to Free and Compulsory Education Act

The Right of Children to Free and obligatory Education Act, 2009 was passed in order to carry out Article 21A of the Constitution and ensure that all children between the ages of six and fourteen get free, obligatory, high-quality education. The main goals of this program seek to achieve complete educational access while maintaining equal treatment through inclusive practices that stop all forms of bias. The Act contains several important provisions which include Section 12(1)(c) that establishes requirements for schools to accept students without charging capitation

fees and to maintain mandatory enrollment from their designated nearby schools while providing admission preference to students from disadvantaged backgrounds. The Central Government State Governments and local authorities hold responsibility for all aspects of educational funding which includes program implementation and facility assessment and educational resource management. The Act guarantees children the right to receive free education which includes their protection from discrimination and access to qualified teachers and safe school facilities and appropriate student-teacher ratios and sanitary conditions and classrooms that support their learning needs.

1.5 Justification for the Research

The current study is important because it assesses how the Right to Education Act of 2009 is actually being implemented in Odisha, a state where many children still face barriers to obtaining a high-quality elementary education in spite of government educational initiatives and constitutional protections. The state continues to experience socio-economic inequalities because it has both tribal and regional disparities and it suffers from poverty and inadequate infrastructure and teacher shortages that especially affect rural and underdeveloped areas. The existing challenges create a distance which separates legal requirements from actual existing conditions. A socio-legal analysis is necessary to study how legal rights function within social environments and administrative systems while assessing the success of policies designed to achieve educational justice and equality.

1.6 Statement of the Problem

The Right of Children to Free and Compulsory Education Act of 2009 established free and compulsory primary education as a basic right under Article 21A of the Constitution. However, Odisha must overcome several obstacles before this law can be effectively implemented. The Act creates legal commitments which rural and tribal communities and low-income areas of the state cannot fulfill according to existing educational conditions. Educational rights for children face obstruction because multiple problems exist which include insufficient school facilities and untrained teacher staff and teacher absenteeism and student dropout and poverty and administrative problems and public ignorance and ineffective monitoring systems.

1.7 Research Questions

How effectively has the RTE Act, 2009 been implemented in Odisha?

What are the major socio-legal challenges affecting implementation?

What policy and legal reforms are required for better implementation?

1.8 The study's objectives

To examine the legal framework of the RTE Act, 2009

To analyse the implementation status of the Act in Odisha

To identify socio-economic and administrative barriers

1.10 Research Methodology

Advances in Consumer Research

The Right to Education Act of 2009's implementation in Odisha is examined in this paper using both doctrinal and empirical socio-legal research approaches. Constitutional provisions are analyzed as part of the doctrinal procedure, statutes, judicial decisions, government reports, educational policies, and official documents relating to educational rights and elementary education. The empirical method involves surveys and interviews and questionnaires which researchers conducted with teachers and parents and students and educational administrators. A sample size of 200 respondents has been selected to understand practical challenges and ground realities. The study uses primary sources which include field data and legal materials and secondary sources which include books and journals and research articles and policy reports.

1.11 Scope and Limitations of the Study

Through the socio-legal framework of the state of Odisha, the research paper examines how the Right of Children to Free and Compulsory Education Act 2009 is being implemented. By examining access, equity, infrastructure, teacher availability, and educational rights of children between the ages of six and fourteen, the study focuses on elementary education, which is covered by the RTE framework. The research study examines how governmental institutions and local authorities operate to execute the Act. The study faces limitations because of two main factors which include difficulties accessing updated educational data and the need to address different educational conditions and administrative methods that exist in tribal and rural areas.

2. EDUCATIONAL PROFILE OF ODISHA: SOCIO-ECONOMIC CONTEXT

The state of Odisha is home to a sizable tribal population, agricultural laborers who engage in traditional crafts, and a variety of economic and social systems. Although the Right to Education Act of 2009 increased school attendance and literacy rates, issues like poverty, dropout rates, teacher shortages, inadequate infrastructure, and regional educational inequities still hinder elementary education. The Government of Odisha has introduced schemes like Mid-Day Meal Scheme, Samagra Shiksha Abhiyan, scholarships, and digital education initiatives to improve educational access and quality. Educational governance receives support from Panchayati Raj Institutions and School Management Committees and civil society organizations which raise public awareness and protect accountability while enabling community members to take part in educational policy implementation.

3. THE LEGAL AND CONSTITUTIONAL FRAMEWORK FOR THE RIGHT TO EDUCATION

3.1 Constitutional Provisions Relating to Education

The Indian Constitution establishes a robust legal framework that protects the right to education through its Fundamental Rights and Directive Principles of State Policy. Article 21A guarantees free and compulsory education for children aged 6 to 14 as a fundamental right. Articles 14 and 15 of the Constitution guarantee equality to all people and prohibit any form of discrimination in

educational access, while Article 21 safeguards educational rights as a component of the right to life and dignity. The Constitution's Articles 38, 39, 41, 45, and 46 require the state to protect the welfare of disadvantaged groups and advance social fairness and educational opportunities. The constitutional provisions establish education as a fundamental tool which enables people to achieve equality and develop their skills and create social change.

Table 3.1: Constitutional Provisions Relating to Education

| Constitutional Provision | Subject Matter | Relevance to Education |
|--------------------------|-------------------------------|--|
| Article 21A | Right to Education | ensures that children between the ages of six and fourteen receive free and compulsory schooling |
| Article 14 | Right to Equality | Ensures equal educational opportunities |
| Article 15 | Prohibition of Discrimination | Prevents discrimination in educational access |
| Article 19 | Freedom Rights | Supports freedom of expression and educational development |
| Article 21 | Right to Life and Dignity | Includes education as part of dignified life |
| Article 38 | Social Justice | Promotes welfare and reduction of inequalities |
| Article 39 | Protection of Children | Ensures healthy development and equal opportunities |
| Article 41 | Right to Public Assistance | Encourages educational support within State capacity |
| Article 45 | Early Childhood Education | Directs State to provide education for children |
| Article 46 | Protection of Weaker Sections | Promotes educational interests of SCs, STs, and weaker groups |

| | | |
|--------------------------------------|---------------------|---|
| Directive Principles of State Policy | Welfare Obligations | Guides the State in promoting educational justice |
|--------------------------------------|---------------------|---|

3.2 Judicial Interpretation of the Right to Education

The Indian court has played a significant role in expanding and recognizing the right to education as an essential component of the right to life under Article 21 of the Constitution. The Supreme Court ruled in *Mohini Jain v. State of Karnataka* that a person's socioeconomic circumstances cannot limit their access to education, which is a fundamental human right. The *Unni Krishnan v. State of Andhra Pradesh* verdict states that children between the ages of six and fourteen have an unalienable right to free education. The historic rulings established a number of rights that guaranteed equal educational opportunities and protected individuals from discrimination, paving the way for the implementation of Article 21A and the Right to Education Act of 2009.

Table: Important Judicial Decisions on the Right to Education

| Case Law | Year | Major Contribution to Educational Rights |
|--|------|--|
| <i>Mohini Jain v. State of Karnataka</i> | 1992 | Declared education as part of the Right to Life under Article 21 |
| <i>Unni Krishnan v. State of Andhra Pradesh</i> | 1993 | Recognized free education for children up to 14 years as a fundamental right |
| <i>M.C. Mehta v. State of Tamil Nadu</i> | 1996 | Emphasized education for children rescued from child labour |
| <i>Society for Unaided Private Schools v. Union of India</i> | 2012 | Upheld constitutional validity of the RTE Act and Section 12(1)(c) |
| <i>Pramati Educational Trust v. Union of India</i> | 2014 | Clarified applicability of the RTE Act to minority institutions |

3.3 International Legal Framework

The international legal framework for the right to education states that education is an essential human right that people must have in order to uphold their fundamental human dignity, develop personally, and progress socially. Free and mandatory primary education was acknowledged in Article 26 of the 1948 United Nations Universal Declaration of Human Rights. The International Covenant on Economic, Social, and Cultural Rights required countries to provide access to and quality of education by gradually fulfilling this promise. The Convention on the Rights of the Child mandated that educational institutions give kids access to child-centered instruction free from discrimination. UNESCO conventions together with global educational commitments establish educational systems which provide inclusive and equitable access to education for all people across the world.

Table 3.3: International Instruments Relating to the Right to Education

| International Instrument | Year | Key Provision Related to Education |
|---|---------------|--|
| Universal Declaration of Human Rights (UDHR) | 1948 | Recognized free and compulsory elementary education as a basic human right |
| International Covenant on Economic, Social and Cultural Rights (ICESCR) | 1966 | Obligated states to ensure progressive realization of educational rights |
| Convention on the Rights of the Child (CRC) | 1989 | Guaranteed non-discriminatory and child-centered education |
| UNESCO Educational Commitments | Various Years | Promoted inclusive, equitable, and quality education for all |

3.4 Salient Features of the RTE Act, 2009

The Right of Children to Free and Compulsory Education Act, 2009 was passed in order to ensure that every kid between the ages of six and fourteen has access to elementary education. The Act mandates free compulsory education and compels schools to develop community amenities that will enhance students' access to education. By outlawing discrimination and giving all students from underprivileged and marginalized groups in society access to education, the Act advances equality. The Act prohibits educational institutions from charging capitation fees and using screening tests as admission criteria because these practices lead to educational facilities operating as commercial entities. According to Section 12(1)(c), the law mandates that private schools reserve 25% of their admission slots, imposes pupil-teacher ratio rules for upholding educational standards, and establishes School Management Committees to involve local communities in school decision-making

4. IMPLEMENTATION OF THE RTE ACT, 2009 IN ODISHA

By encouraging institutional collaboration between the State Government, Department of School and Mass Education, and local authorities, the Right to Education Act of 2009 increased access to basic education in Odisha. The Act shows progress through two indicators which are more schools being built and more students from underprivileged groups getting educational opportunities. The learning space improved through infrastructure development which brought new classrooms and sanitation facilities and electricity and libraries and digital resources, yet rural and tribal areas still face infrastructure problems. The educational quality in schools suffers because teaching staff face problems which include slow teacher recruitment and teacher

absenteeism and insufficient teacher training and unbalanced student-to-teacher ratios. Scheduled Castes, Scheduled Tribes, girls, and economically weaker sections have gained advantages from programs that support inclusive education. The implementation of Section 12(1)(c), community participation through School Management Committees, and educational fund spending all face obstacles in their execution.

Table 4.1: Implementation Status of the RTE Act, 2009 in Odisha (Sample Data)

| Indicators | Status/Percentage (%) |
|--|-----------------------|
| Increase in School Enrollment | 78% |
| Schools with Basic Infrastructure Facilities | 65% |
| Schools with Functional Toilets and Drinking Water | 70% |
| Compliance with Pupil-Teacher Ratio | 58% |
| Participation of School Management Committees | 62% |
| Awareness regarding Section 12(1)(c) | 45% |
| Inclusion of Marginalized Communities | 68% |
| Proper Utilization of Educational Funds | 55% |

The table shows that RTE Act implementation in Odisha has resulted positive benefits through three areas which include enrollment growth and infrastructure development and increased access for marginalized students. The Act brought better educational access which resulted in 78 percent enrollment growth for the period after its implementation. Many schools have achieved better basic infrastructure and sanitation facilities but remote areas still face persistent deficiencies. The organization encounters difficulties with both administrative tasks and financial matters because its compliance with pupil-teacher ratio requirements and fund management practices stays at an average level. Public understanding of Section 12(1)(c) reservation rights remains low which demonstrates the need for improved public awareness and effective policy execution.

5. SOCIO-LEGAL CHALLENGES IN IMPLEMENTATION

5.1 Poverty and Economic Constraints

Odisha's ongoing poverty and economic hardships make it impossible to execute the Right to Education Act of 2009. Many children from poor families are engaged in child labour, which results in both irregular attendance patterns and excessive dropout rates. Parents face educational challenges because they cannot afford to purchase books and uniforms and pay for transportation

and digital educational resources. Seasonal migration and unemployment make it difficult for students to attend school, particularly in rural and tribal communities. The Act provides free education to all students, but hidden educational costs continue to burden underprivileged families. Government welfare programs have achieved

partial success in increasing student enrollment but educational access and equal opportunities face obstacles because people lack knowledge and the implementation systems are weak. The economic obstacles prevent children in Odisha from accessing the educational opportunities which the constitution guarantees them.

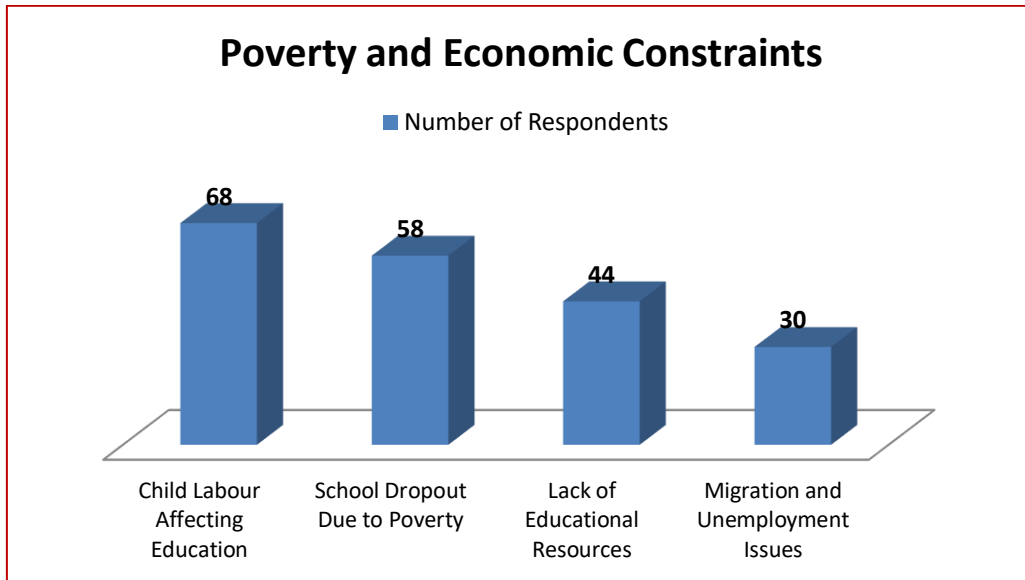


Table 5.1: Poverty and Economic Constraints

| Factors | Number of Respondents | Percentage (%) |
|-----------------------------------|-----------------------|----------------|
| Child Labour Affecting Education | 68 | 34% |
| School Dropout Due to Poverty | 58 | 29% |
| Lack of Educational Resources | 44 | 22% |
| Migration and Unemployment Issues | 30 | 15% |
| Total | 200 | 100% |

The table shows that poverty-related problems lead to major educational access problems which affect educational opportunities in Odisha. About 34% of respondents identified child labour as the primary educational challenge, while 29% reported poverty-driven school dropout. The respondents identified educational resource shortages as the main barrier to learning for 22% of the respondents, while 15% of them identified migration and unemployment as the main obstacle to their education.

5.2 Regional and Tribal Disparities

The Right to Education Act in Odisha faces obstacles because of regional and tribal differences. Educational facilities in tribal and remote areas face challenges from three main problems which include restricted school access and the absence of qualified teachers. Tribal children face challenges in their studies because they learn in languages that differ from their native dialects. The combination of geographic separation and economic disadvantage results in low school enrollment rates and high dropout rates among tribal students. The government has implemented inclusive educational programs yet urban areas and tribal regions still experience significant educational inequality. The three factors of social exclusion and institutional deficiencies create obstacles which prevent people from participating in educational programs and achieving high educational standards. The current disparities demonstrate that Odisha still needs to achieve equal educational access throughout its various regions.

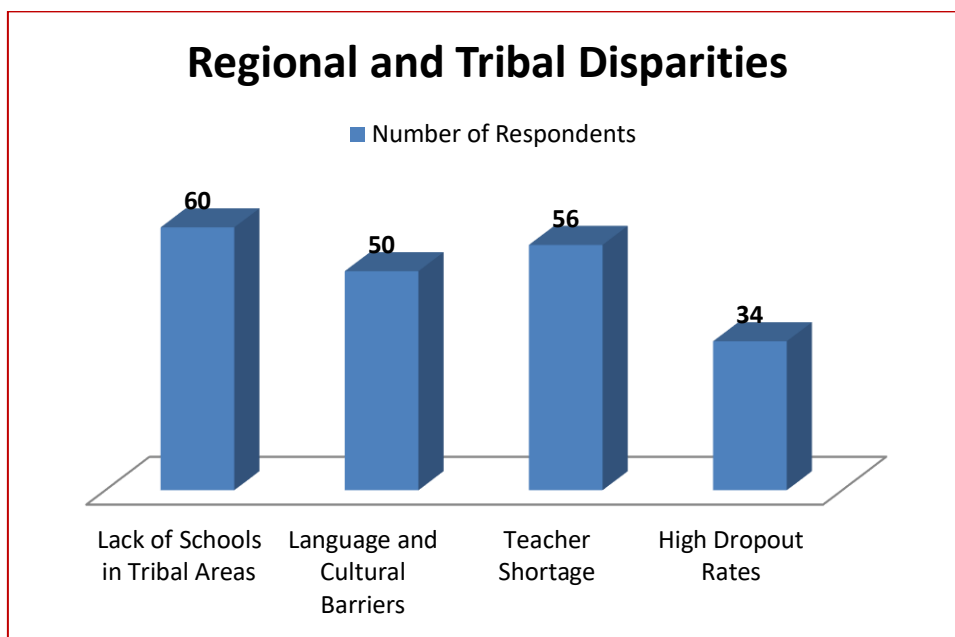


Table 5.2: Regional and Tribal Disparities

| Issues Identified | Number of Respondents | Percentage (%) |
|---------------------------------|-----------------------|----------------|
| Lack of Schools in Tribal Areas | 60 | 30% |
| Language and Cultural Barriers | 50 | 25% |
| Teacher Shortage | 56 | 28% |
| High Dropout Rates | 34 | 17% |
| Total | 200 | 100% |

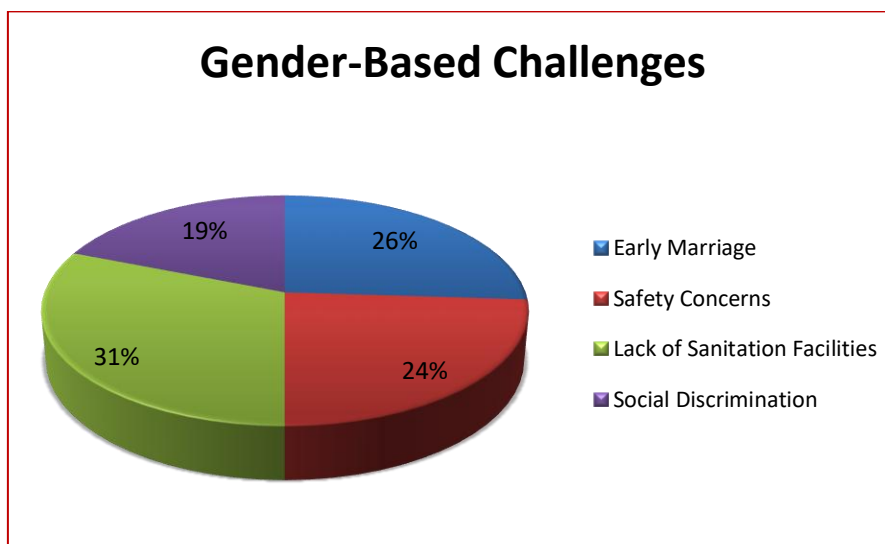
The table shows that 30% of respondents selected the absence of schools in tribal areas as their primary concern while 28% chose teacher shortages as their main issue. About 25% of respondents showed language and cultural barriers as their main problem while 17% of respondents selected high tribal dropout rates in Odisha as their main concern.

5.3 Gender-Based Challenges

The Right to Education Act 2009 in Odisha faces implementation difficulties because of gender-based obstacles. Girls face educational interruptions due to three main factors which include early marriage and poverty and social discrimination. Educational opportunities for female students remain restricted because traditional beliefs in many rural communities give priority to boys' educational needs over girls' educational needs. Girls show decreased school attendance because schools lack separate bathrooms and parents worry about their safety. Students miss school because of two main reasons which include social stigma and their need to fulfill household responsibilities. Government programs have succeeded in increasing female student enrollment but gender discrimination still prevents women from accessing education and staying in school. The existing barriers require educational authorities to develop gender-sensitive policies and educational programs which will help girls in Odisha achieve their full educational rights.

Table 5.3: Gender-Based Challenges

| Gender Issues | Number of Respondents | Percentage (%) |
|-------------------------------|-----------------------|----------------|
| Early Marriage | 52 | 26% |
| Safety Concerns | 48 | 24% |
| Lack of Sanitation Facilities | 62 | 31% |
| Social Discrimination | 38 | 19% |
| Total | 200 | 100% |



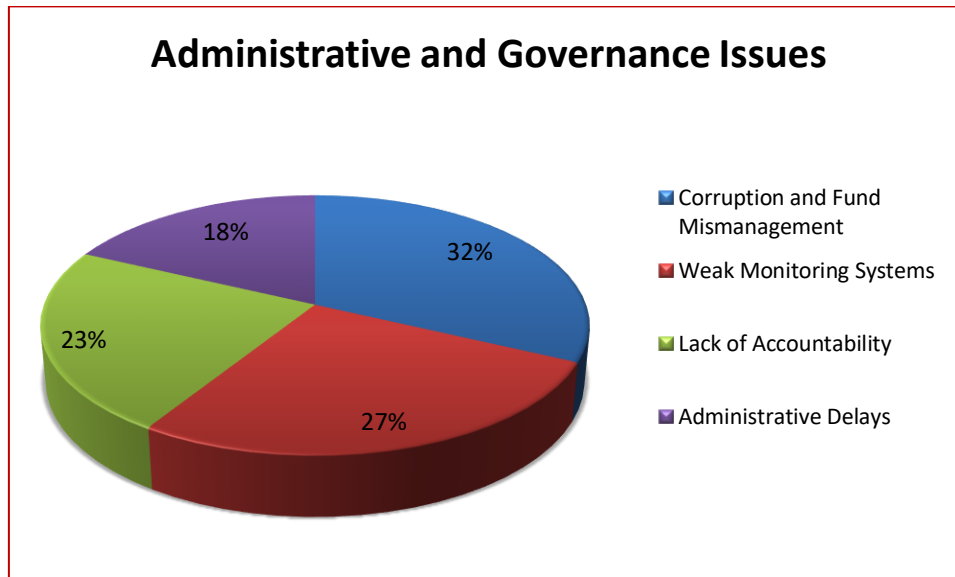
The table shows that 31% of respondents identified lack of sanitation facilities as the major issue affecting girls’ education, while 26% reported early marriage as a key challenge. About 24% of people in the study identified safety problems as their main concern, and 19% of participants indicated that social discrimination against female students was their biggest issue.

5.4 Administrative and Governance Issues

The Right to Education Act faces implementation challenges in Odisha because of administrative and governance problems which create obstacles for its execution. The school infrastructure and educational programs experience negative impacts because of corrupt practices and funding delays and improper financial handling. Educational authorities have weak monitoring systems which create accountability gaps that decrease their ability to apply policies effectively. The government departments fail to work together because of their irregular inspection schedule which results in operational problems that affect local and district administrative processes. The educational advancement of schools faces two main obstacles: first there exists a shortage of trained administrative staff and second there is insufficient transparency regarding resource distribution. Educational rights face practical implementation challenges because bureaucratic delays and weak enforcement methods create a divide between legal educational rights and their actual application. The governance-related problems in Odisha create barriers which prevent students from accessing elementary education while also diminishing its educational standards.

Table 5.4: Administrative and Governance Issues

| Administrative Problems | Number of Respondents | Percentage (%) |
|-----------------------------------|-----------------------|----------------|
| Corruption and Fund Mismanagement | 64 | 32% |
| Weak Monitoring Systems | 54 | 27% |
| Lack of Accountability | 46 | 23% |
| Administrative Delays | 36 | 18% |
| Total | 200 | 100% |



The table shows that 32% of respondents selected corruption and fund mismanagement as the main administrative problem while 27% chose weak monitoring systems as their primary concern. The report found that 23% of respondents experienced lack of accountability while 18% of respondents mentioned administrative delays which hindered educational governance in Odisha.

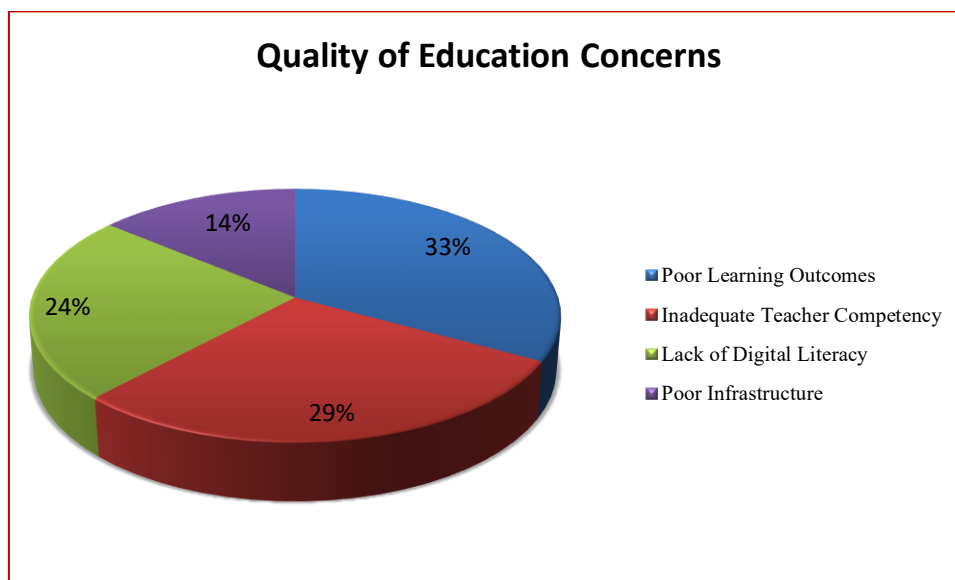
5.5 Quality of Education Concerns

Because there are still significant issues with educational quality, Odisha has not implemented the Right to Education Act of 2009. School enrollment has increased yet many students continue to face learning difficulties because of basic teaching problems and insufficient

qualified instructors. The absence of educational facilities and technological equipment in rural and tribal schools results in decreased learning quality. Classroom teaching effectiveness suffers because many teachers lack essential digital skills and contemporary educational methods. The students' academic achievements suffer from both irregular teacher attendance and inadequate academic evaluation practices. Elementary education teaches students basic literacy and numeracy skills yet many students complete this level without these essential abilities. The existing problems demonstrate that educational standards in Odisha require teacher training programs and curriculum development and technology-based educational systems.

Table 5.5: Quality of Education Concerns

| Quality Concerns | Number of Respondents | Percentage (%) |
|-------------------------------|-----------------------|----------------|
| Poor Learning Outcomes | 66 | 33% |
| Inadequate Teacher Competency | 58 | 29% |
| Lack of Digital Literacy | 48 | 24% |
| Poor Infrastructure | 28 | 14% |
| Total | 200 | 100% |



The table shows that 33% of respondents considered poor learning outcomes to be the main educational problem while 29% selected inadequate teacher competency as their major concern. About 24% of respondents identified digital literacy deficits as their main problem while 14% identified inadequate infrastructure as their main problem which negatively impacted educational standards throughout Odisha.

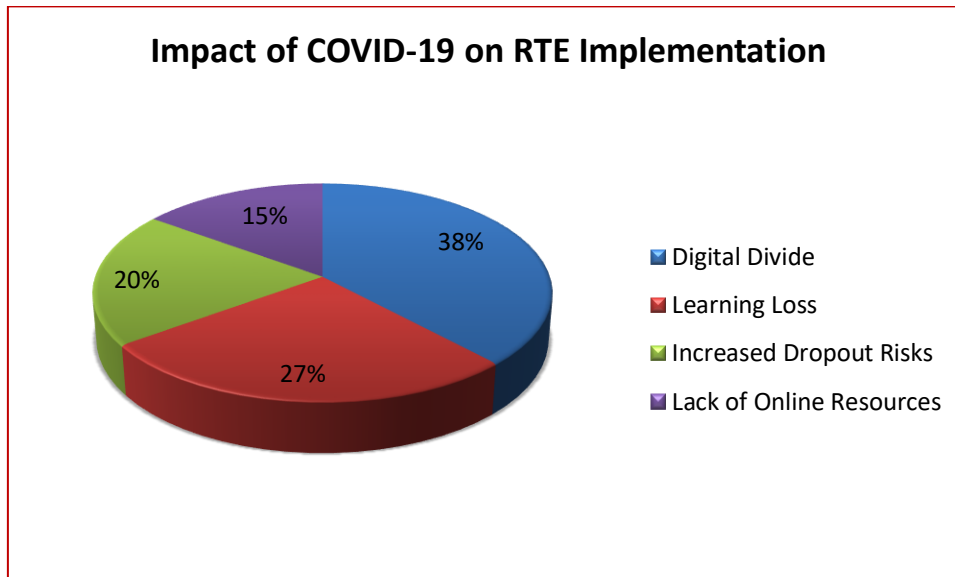
5.6 Impact of COVID-19 on RTE Implementation

Odisha's implementation of the Right to Education Act of 2009 was severely hampered by the COVID-19 pandemic, which caused in school closures and unequal access to education for children. Due to school closures during the epidemic, students who had to study at home were

compelled to use online learning platforms, which were inaccessible to rural and economically disadvantaged pupils due to a lack of smartphones, internet connectivity, or digital skills. Students' learning deficits and decreased rates of educational involvement were caused by the digital divide. Vulnerable communities experienced increased dropout rates and child labour and early marriage during the pandemic. Teachers encountered problems with online class delivery because they lacked both the necessary technological resources and proper training. The crisis exposed flaws in the educational system and underlined the need for more inclusive digital education policy in order to maintain access to educational materials throughout Odisha.

Table 5.6: Impact of COVID-19 on RTE Implementation

| COVID-19 Related Issues | Number of Respondents | Percentage (%) |
|--------------------------|-----------------------|----------------|
| Digital Divide | 76 | 38% |
| Learning Loss | 54 | 27% |
| Increased Dropout Risks | 40 | 20% |
| Lack of Online Resources | 30 | 15% |
| Total | 200 | 100% |



The table shows that 38% of respondents identified the digital divide as the major challenge during the COVID-19 pandemic, while 27% reported learning loss among students. About 20% highlighted increased dropout risks, and 15% pointed to lack of online educational resources in Odisha.

6. COMPARATIVE AND ANALYTICAL PERSPECTIVES

The Right to Education Act of 2009 was implemented in Odisha through assessment which compared its outcomes with those of Kerala and Tamil Nadu and Karnataka because those states achieved better educational results through their effective governance and welfare programs and technological methods. The government of Odisha through its initiatives and its inclusive policies has succeeded in raising both enrollment numbers and public understanding of educational rights. The implementation of legal provisions remains incomplete because economic deprivation and tribal differences and inadequate infrastructure and teacher shortages and weak monitoring systems persist. Educational justice depends upon constitutional rights and social realities and administrative efficiency according to the socio-legal perspective. The RTE Act requires effective implementation through better governance and community support and financial resources and educational policies which balance rights and welfare to provide equal and high-quality education to all children.

6.1 Analytical Framework and Modeling Analysis

The present study adopts a socio-legal analytical model to examine the implementation effectiveness of the Right to Education (RTE) Act, 2009 in Odisha. The model evaluates the influence of socio-economic, administrative, infrastructural, and educational variables on the overall implementation status of the Act. The analytical framework is based on the assumption that successful implementation of educational rights depends upon governance efficiency, economic conditions, institutional capacity, and social inclusion.

The study uses a descriptive and explanatory analytical approach based on survey responses collected from 200 respondents comprising teachers, parents, students, and educational administrators. The modeling analysis identifies the major determinants affecting the implementation of the RTE Act in Odisha.

6.2 Conceptual Socio-Legal Model

Dependent Variable: Implementation Effectiveness of the RTE Act (Y)

Independent Variables

Poverty and Economic Constraints (X1)

Regional and Tribal Disparities (X2)

Gender-Based Challenges (X3)

Administrative and Governance Issues (X4)

Quality of Education Concerns (X5)

COVID-19 and Digital Divide (X6)

6.3 Regression Model

The analytical model may be expressed as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon$$

Where:

Y = Effectiveness of RTE Implementation

X1 = Poverty and Economic Constraints

X2 = Regional and Tribal Disparities

X3 = Gender-Based Challenges

X4 = Administrative and Governance Issues

X5 = Quality of Education Concerns

X6 = COVID-19 and Digital Divide

β_0 = Constant

ϵ = Error Term

Table 6.1 Multiple Regression Analysis of Factors Affecting RTE Implementation

| Variables | Beta Coefficient (β) | Std. Error | t-value | Significance (p-value) |
|---------------------------------------|------------------------------|------------|---------|------------------------|
| Constant | 1.842 | 0.421 | 4.37 | 0.000 |
| Poverty and Economic Constraints (X1) | 0.312 | 0.072 | 4.33 | 0.001 |
| Regional and Tribal Disparities (X2) | 0.286 | 0.065 | 4.12 | 0.002 |
| Gender-Based Challenges (X3) | 0.214 | 0.061 | 3.51 | 0.004 |
| Administrative Issues (X4) | 0.368 | 0.078 | 4.71 | 0.000 |
| Quality of Education Concerns (X5) | 0.341 | 0.070 | 4.52 | 0.001 |
| COVID-19 Digital Divide (X6) | 0.196 | 0.058 | 3.22 | 0.006 |

Model Summary

| R | R ² | Adjusted R ² | F-value | Significance |
|-------|----------------|-------------------------|---------|--------------|
| 0.842 | 0.709 | 0.694 | 31.62 | 0.000 |

The regression analysis reveals that socio-economic and administrative variables significantly affect the implementation of the RTE Act in Odisha. The model explains approximately 70.9% variation in implementation effectiveness ($R^2 = 0.709$), indicating strong explanatory power.

Administrative and governance issues ($\beta = 0.368$) emerge as the most influential factor affecting educational implementation. This indicates that corruption, weak monitoring systems, delays in fund allocation, and lack of accountability substantially reduce institutional efficiency.

Quality of education concerns ($\beta = 0.341$) also demonstrate a strong impact on implementation effectiveness. Poor learning outcomes, inadequate teacher competency, and digital illiteracy negatively affect educational delivery mechanisms.

Poverty and economic constraints ($\beta = 0.312$) significantly influence school attendance and continuation rates. Child labour, migration, and lack of educational

resources continue to obstruct educational access among economically weaker sections.

Regional and tribal disparities ($\beta = 0.286$) indicate that geographical isolation and cultural barriers remain major obstacles in achieving educational equality in Odisha.

Gender-based challenges and COVID-19-related digital inequalities also show statistically significant effects, confirming that social exclusion and technological disparities continue to weaken educational justice.

Table 6.2 Correlation Matrix of Major Variables

| Variables | X1 | X2 | X3 | X4 | X5 | X6 |
|---------------------------------------|------|------|------|------|------|------|
| Poverty and Economic Constraints (X1) | 1.00 | 0.62 | 0.48 | 0.59 | 0.64 | 0.57 |
| Regional and Tribal Disparities (X2) | 0.62 | 1.00 | 0.52 | 0.55 | 0.61 | 0.49 |
| Gender-Based Challenges (X3) | 0.48 | 0.52 | 1.00 | 0.44 | 0.51 | 0.46 |
| Administrative Issues (X4) | 0.59 | 0.55 | 0.44 | 1.00 | 0.67 | 0.53 |
| Quality Concerns (X5) | 0.64 | 0.61 | 0.51 | 0.67 | 1.00 | 0.58 |
| COVID-19 Digital Divide (X6) | 0.57 | 0.49 | 0.46 | 0.53 | 0.58 | 1.00 |

The correlation matrix indicates positive relationships among all explanatory variables. Administrative issues and quality concerns show the strongest correlation ($r = 0.67$), suggesting that governance inefficiencies directly affect educational quality.

Poverty also exhibits strong correlations with educational quality ($r = 0.64$) and tribal disparities ($r = 0.62$), demonstrating that socio-economic deprivation intensifies regional educational inequalities.

The positive relationship between COVID-19 digital divide and poverty ($r = 0.57$) highlights that economically disadvantaged students faced greater educational disruption during the pandemic.

Overall, the correlation analysis confirms that educational exclusion in Odisha is multidimensional and interconnected, requiring integrated policy interventions.

Table 6.3 Chi-Square Analysis of Educational Challenges and School Dropout

| Variables | Chi-Square Value | Degrees of Freedom | p-value | Result |
|------------------------------------|------------------|--------------------|---------|-------------|
| Poverty vs School Dropout | 28.44 | 3 | 0.000 | Significant |
| Gender Issues vs Girls' Attendance | 24.62 | 3 | 0.001 | Significant |

| Variables | Chi-Square Value | Degrees of Freedom | p-value | Result |
|--|------------------|--------------------|---------|-------------|
| Tribal Disparities vs Enrollment | 26.18 | 3 | 0.000 | Significant |
| Administrative Delays vs Educational Quality | 22.37 | 3 | 0.002 | Significant |

The Chi-Square analysis demonstrates statistically significant relationships between socio-economic barriers and educational outcomes. Poverty has a direct association with school dropout rates, confirming that economic hardship remains a major barrier to educational continuity.

Similarly, gender-based discrimination significantly affects girls' school attendance, particularly in rural and tribal communities where sanitation and safety concerns remain prevalent.

The relationship between tribal disparities and enrollment rates further establishes that educational inequality in Odisha is regionally concentrated. Administrative inefficiencies also significantly affect educational quality, demonstrating the importance of institutional accountability in policy implementation.

Table 6.4 Ranking of Major Challenges in RTE Implementation

| Rank | Challenges | Mean Score | Rank Order |
|------|---|------------|------------|
| 1 | Administrative Corruption and Weak Governance | 4.52 | I |
| 2 | Poor Learning Outcomes | 4.41 | II |
| 3 | Poverty and Child Labour | 4.33 | III |
| 4 | Teacher Shortage | 4.21 | IV |
| 5 | Digital Divide | 4.08 | V |
| 6 | Gender Discrimination | 3.94 | VI |

The ranking analysis shows that respondents perceive governance-related problems as the most serious challenge affecting RTE implementation. Weak administrative systems and corruption undermine educational fund utilization and policy execution.

Poor learning outcomes and poverty-related barriers also receive high mean scores, indicating widespread concern regarding educational quality and socio-economic exclusion.

Teacher shortages and digital inequality continue to affect educational delivery, particularly in tribal and rural regions. Although gender discrimination received a

comparatively lower mean score, it remains a significant structural barrier affecting girls' educational participation.

6.4 Overall Analytical Findings

The modeling analysis demonstrates that the implementation of the Right to Education Act in Odisha is influenced by a combination of socio-economic, administrative, regional, and educational factors. The findings reveal that legal guarantees alone cannot ensure educational justice unless supported by effective governance, institutional accountability, financial investment, technological inclusion, and social awareness.

The study further establishes that educational inequality in Odisha is structurally connected with poverty, tribal exclusion, gender discrimination, and administrative inefficiency. Therefore, successful implementation of the RTE Act requires multidimensional reforms integrating legal enforcement, educational planning, digital inclusion, and community participation.

7. FINDINGS AND DISCUSSION

The study on the implementation of the Right to Education Act, 2009 in Odisha reveals both significant achievements and continuing challenges in ensuring educational rights. The Act through its framework enables the legal and policy achievements of increased school enrollment and higher public knowledge about free education and the expanded welfare programs. The implementation process suffers from administrative deficiencies because organizations lack proper facilities and sufficient teaching staff while corruption exists and monitoring systems are weak and accountability mechanisms are missing. The combination of poverty and child labour and tribal disparities and gender discrimination and digital inequality creates social and economic obstacles which prevent people from obtaining high-quality education. The institutional mechanisms and constitutional mandates which exist through Article 21A have enhanced educational access but the realization of educational justice requires Odisha to establish better governance systems and develop inclusive educational policies and allocate funding and monitor progress throughout the entire state.

8. SUGGESTIONS AND RECOMMENDATIONS

Comprehensive legal, administrative, pedagogical, and social reforms are necessary for Odisha to effectively execute the Right to Education Act, 2009. Educational authorities and institutions need stronger enforcement mechanisms together with legal amendments which will improve their accountability. The administrative reforms should create systems which enable transparent governance together with regular audits and effective monitoring to ensure correct policy execution. The educational system needs teacher training together with infrastructure development and digital learning facilities and technology-enabled classrooms which must be developed especially for rural and tribal communities. The social measures which need implementation to reduce discrimination and boost participation among marginalized groups require both community awareness programs and gender-sensitive educational strategies. The government needs to increase its education budget while

it needs to build public-private partnerships and create educational policies which will provide equal access and superior education to all children while achieving educational justice.

9. CONCLUSION

The study concludes that the Right to Education Act implementation which started in 2009 in Odisha has improved access to elementary education because more students now enroll and disadvantaged communities have better knowledge about their educational rights. The educational framework received support from multiple government initiatives and welfare programs yet existing socio-economic conditions together with administrative obstacles hinder proper program execution. The main obstacles to providing quality education for all children include poverty, tribal disparities, gender inequality, teacher shortages, and inadequate infrastructure. The educational system analysis shows that constitutional rights protection does not match actual educational system implementation. The future of educational justice and equity in Odisha will depend on enhanced governance systems which create educational policies that include all people and enable community involvement while technology progresses and education systems are monitored to provide equal access to learning.

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