

A Critical Analysis of Right to Education with Reference to the States of Bihar, U.P and Jharkhand: An Overview

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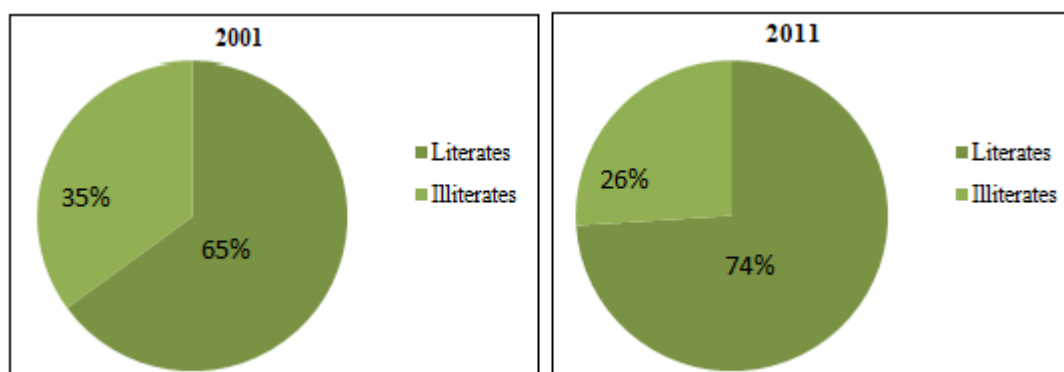
Abstract: Education is one of the main pillars for the development a nation and children are the pioneers of education. Providing education at the grass root level becomes important for a nation as children's education forms the basis for the future developments. Considering the importance of education nations and various organizations have mandated providing education to the children. According to the United Nations Convention on the Rights of the Child (UNCRC) 1989 which was ratified by India in 1992 "All children have the right to a primary education, which should be free. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect". [Article 28 of the United Nations Convention on the Rights of the Child] As per the Committee on Economic, Social and Cultural Rights (CESCR), the foremost such body, "education is both a human right in itself and an indispensable means of realizing other human rights." [1 Committee on Economic, Social and Cultural Rights, General Comment N° 13, adopted in December 1999, <https://www.refworld.org/docid/4538838c22.html> Accessed on 16 July 2019 at 7:23 pm.] Thus, adopting 'Rights Based Approach' to education will assure that every child gets access to quality education and their right to dignity and development is recognized. The right based approach would ensure the implementation of right and would make authorities accountable for any violation would be violation of a guaranteed right. India has also adopted the right based approach towards education through the 86th Constitutional Amendment 2002. Consequent to the two pronouncements of the Apex Court in *Mohini Jain v UOI* [1992 SCC (3) 666] and *J P Unnikrishnan v State of Andhra Pradesh* [1993 SCC (1) 645] and the recommendations of the Saikia Committee, Article 21A was inserted in the Constitution of India through the 86th Constitutional Amendment Act in 2002 to include "free and compulsory education to all children in the age group of 6 to 14 years" as a fundamental right. The provision not only provided recognition to the right but also imposed a duty upon the State to ensure that the right is realised by all children in the age group of 6 to 14 years in a neighbourhood school. The educational right of the children is protected under the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009). The state governments under the act are allowed to frame rules as per the requirements in each state. The success and failure of the implementation of the right guaranteed depends on the approach and initiative taken by the government. The research paper focuses on the implementation and result of the RTE Act in the states of Bihar, Jharkhand and Uttar Pradesh.

1. Introduction

India has adopted one of the most progressive, rights-based legislation in the world but still has not been able to fully capitalize on them. The Act has been successful in bringing children to school, but enrolment is just the first step after which a series of steps are to be taken for the completion of the education of each student. The legislation has improved the quality of education in India over the years but the development has been unequal in the states. In this study, the states which lack behind in the implementation of the Act have been closely analysed on the basis of different parameters.

1.1. Literacy Rate

Literacy rate and educational attainment are vital indicators of development in the society. The Planning Commission has aimed to increase through the eleventh Five year Plan the literacy rate of persons of age 7 years or more to 85% keeping in mind that the attainment of universal education is one of the Millennium Development Goals of the United Nations which was to be achieved by the year 2015. Over the years, India has shown drastic development in the literacy rates in both rural and urban areas but few state governments lack behind in showing progression.



Graph 1: Literacy rate in India as per 2001 and 2011 census

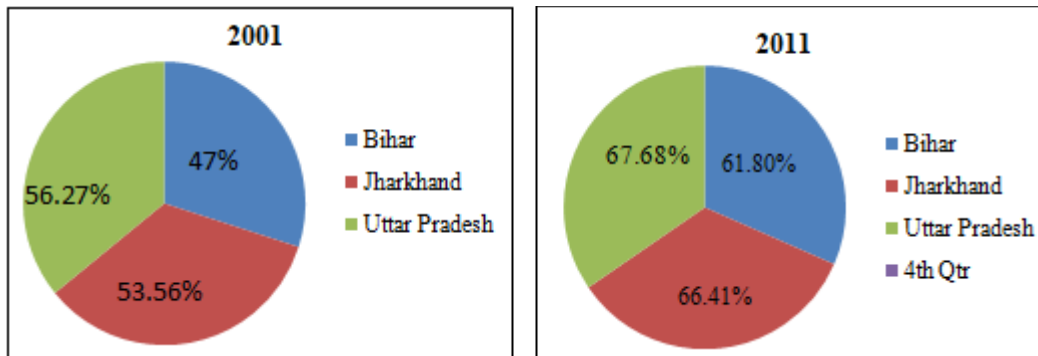
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The pie charts above shows the literacy rates of India as per the census conducted in 2001 and 2011. As per the census of 2011, the state with the lowest literacy was Bihar ranking 35th among the States and Union Territories. The states of

Jharkhand and Uttar Pradesh were also at the bottom level ranking 32 and 29 respectively.



Graph 2: Literacy rates as per 2001 and 2011 census in the states of Bihar, Jharkhand and Uttar Pradesh

An extremely positive development found in the 2011 census was that the gap of 21.59 % points recorded between male and female literacy rates in 2001 had reduced 16.68% in 2011. This development can be seen in all the states including the ones focused in this research.

Table 2: Literacy rate of male and females in Jharkhand (in %)

Gender	2001	2011
Male	67	77
Female	39	55

Table 3: Literacy rate of male and females in Bihar (in %)¹

Gender	2001	2011
Male	59.68	71.20
Female	33.12	51.50

Table 4: Literacy rate of male and female in Uttar Pradesh (in %)²

Gender	2001	2011
Male	68.82	77.28
Female	42.22	57.18

From the above data, it can be understood that there is improvement in the education system in the states but still it is below the average of the country. This is because there are loopholes in the implementation of the policies and schemes by the state governments.

1.2 Role of Stakeholders under RTE Act

The RTE Act provides a legal framework that entitles all children between the ages of 6 to 14 to an education of reasonable quality based on principle of equity. To ensure that the rights are guaranteed are implemented and assured the Act clearly demarcated the functions and role of the Central and State governments, local authorities, teachers and School Management Committee (SMC).³

¹<https://www.census2011.co.in/census/state/bihar.html> Accessed on 8 Feb 2020

²<https://www.census2011.co.in/census/state/uttar+pradesh.html> Accessed on 8Feb 2020

³ Right to Education Act, 2009

1.2.1 Central Government

The Central government shall constitute a National Advisory Council of 15 members in the field of elementary education and child development. The role of the Council is to advise the government on the implementation of the Bill with respect to:

- Developing a National Curriculum Framework with the help of an appointed Academic Authority [Section 6(a)],
- Developing and enforcing standards of teacher qualification and training [Section 6(b)],
- Providing technical and financial support and resources to the State governments for innovation, research, planning and capacity building [Section 6(c)];
- Amend the schedule by notification; and
- Conduct of Central Teacher Eligibility Test (CTET) for improving quality in elementary education.

1.2.2 State Government

- Provide free and compulsory elementary education to all children.
- Ensure availability of a neighbourhood school with requisite infrastructure, teachers and learning equipment as specified in the Act.
- Ensure compulsory admission, attendance and completion of elementary education for every child.
- Prevent discrimination against any child on any ground.
- Provide infrastructure including staff, equipment, teacher training facilities, special student training facilities and school building.
- Ensure quality education conforming to standards specified in the Schedule of the Act.
- Appoint an academic authority to see the development and better implementation of RTE Act.

1.2.3 Local Authority

- Maintain records of all children up to the age of 14 years residing in its jurisdiction.
- Ensure admission of all children, including children of migrant families.
- Ensure that no child is discriminated against any provision.
- Decide the academic calendar.
- Monitor functioning of schools in its jurisdiction. Teachers

- Maintain regularity and punctuality in school.
- Complete teaching of entire curriculum in specified time.
- Assess the learning ability of each child and provide supplementary additional instruction if required.
- Hold regular meetings with parents and apprise them of regularity in attendance, learning abilities, progress and other issues concerning the child.

1.2.4 School Management Committee (SMC)

All government, government aided and special category schools shall have to constitute School Management Committee (SMC) as per Section 21 of the Act. Private schools are not covered by Section 21 as they are already mandated to have management committees on the basis of their trust/society registrations. SMC's shall comprise local authority officials, parents, guardians and teachers.

SMC's shall:

- Monitor the working of the school,
- Prepare and recommend the school development plan,
- Monitor the utilization of government grants, and
- Perform other functions as may be prescribed.

1.3 Implementation Of Integrated Child Development Scheme (ICDS)

One of the successful initiatives by the Government of India which is widely recognised in the world is ICDS. The ICDS scheme looks into the all-round development of children under the age of 6. Its aim is to provide nutritional support, healthcare and pre-school education for children. In furtherance to the same anganwadis are established where the children are taught the basics. The implementation of the scheme helps in building the backbone to the education system.

1.3.1 BIHAR

A recent study⁴ conducted in Bihar analysed in terms of financial allocation for ICDS, fund utilization, resources earmarked (for infrastructure, workforce, training, equipment), and outcome parameters in terms of achievement of targets for growth monitoring and coverage of supplementary nutrition beneficiaries and change in malnutrition incidence in these states over a decade.

Even though, it's been 40 years since ICDS came into implementation there has been little progression. The funds allocated were unused during 2006-08 but after that there was excess expenditure of funds. But the results of the expenditure are not to be seen in the state.

1.3.2 Jharkhand

The implementation of ICDS in Jharkhand is found to be better than Bihar in terms of allocation of funds and the number of ICDS projects sanctioned and functioning in the state. There are around 224 sanctioned projects of which all are operational.

The implementation of the non-food components of ICDS in Jharkhand presents a picture as poor as that for the food component, as is indicated for instance by the facilities available at the anganwadiscentres. While medical kits have not been supplied to any anganwadi centres any-where in the state, a drinking water source is available only in 35 per cent of anganwadiscentres.

1.3.3 Uttar Pradesh

A study conducted in 2017 revealed that there is overwhelming failure in the implementation of ICDS due to high corruption and staff absence⁵. The Anganwadis set up under the scheme are usually closed, and even if open they are used by a fraction of eligible children. Also, the anganwadis workers make illegitimate money monthly from the funds and raw materials (daliya) allotted for mid-day meal scheme. There is inadequate number of workers/staffs on a daily basis as they reside far from the areas. Moreover, the lack of awareness in the community of the scheme has resulted in the weak implementation as they don't demand for services or control over the ICDS functioning.

1.4 Education and School Indicators

To measure the development in the quality of education and outcomes an evidence based study has to be conducted on the strengths and weaknesses of the system. A strong evaluating system that looks into the relevant indicators can provide us the results. In India, ASER survey is conducted every year which gives information about children's foundational skills in the country. For the purpose of this dissertation, we shall be looking into few indicators i.e School enrolment, infrastructure facilities and SMCs.

a) School Enrolment

The best way to analyse if there is improvement in the education in an area is to look into the percentage of enrolment in the schools. Schools are grass-roots level of any education system and thus maximum number of children should be educated through these schools. The survey conducted by ASER gives information on enrolment in both Private and government schools helping us understand the tendency of the people.

b) School Facilities

A well-equipped school is the basic necessity to provide good quality education. In the current schooling system, there are a lot of facilities required to facilitate teaching and learning. To provide these facilities becomes the duty of the government and authorities thereunder. Only if the school is attractive will the students would want to go the schools so the authority must ensure availability of basic facilities such as infrastructure, library, ground etc.

c) School Management Committee

The Act mandates all the schools to have a SMC for effective working and coordination in the school. It indicates the initiatives taken by the authorities towards improving the quality of education. The committee has to conduct meetings

⁴Aparna Ruai, Rajul Kumar Gupta, Gargi Bandhyopadhyay & Rajshree R Gupta, *An analysis of ICDS performance in contributing to alleviation of malnutrition in two economically resurgent states* (2018) Vol 43 Issue 1, Indian Journal of Community Medicine, Pg 44-48.

⁵Implementation of the ICDS in Chhattisgarh and Uttar Pradesh (India): A Systematic Study (2017), Issue 06, Leveraging Agriculture for Nutrition in South Asia (LANSA)

at regular intervals to discuss about the necessary measures needed in the schools.

1.4.1 Bihar

A. School Enrolment

Table 5: % of children enrolled in different types of school in 2018 by age group and gender.⁶

Age Group	Govt.	Pvt.	other	Not in School	Total
Age 6-14: All	78.1	16.9	1.0	3.9	100
Age 7-16: All	78.9	15.6	0.9	4.7	100
Age 7-10: All	76.4	19.4	1.2	3.1	100
Age7-10:Boys	72.1	23.7	1.2	3.0	100
Age7-10:Girls	80.8	14.9	1.1	3.2	100
Age11-14: All	80.4	14.8	0.8	4.0	100
Age 11-14:Boys	76.3	19.2	0.7	3.9	100
Age 11-14:Girls	84.3	10.7	0.8	4.2	100
Age 15-16:All	81.6	7.2	0.4	10.8	100
Age 15-16:Boys	78.5	9.3	0.4	11.8	100
Age 15-16: Girls	84.3	5.5	0.4	9.8	100

B. School Facilities

Table 6: % of Schools with selected facilities: 2010, 2014, 2016, 2018⁷

% Schools with		2010	2014	2016	2018
Mid-day meal	Kitchen shed for cooking mid-day meal	64.0	87.7	87.2	91.6
	Mid-day meal served in school on day of visit	57.2	69.2	76.5	84.5
Drinking water	No facility for drinking water	9.6	2.3	3.5	3.5
	Facility but no drinking water available	11.7	7.3	7.1	6.8
	Drinking water available	78.7	90.4	89.5	89.7
	Total	100	100	100	100
Toilet	No toilet facility	19.3	6.4	4.8	3.4
	Facility but toilet not useable	47.2	33.0	24.6	21.1
	Toilet useable	33.6	60.6	70.6	75.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	49.9	25.4	17.4	16.7
	Separate provision but locked	15.1	14.3	7.5	9.1
	Separate provision, unlocked but not useable	16.9	14.1	14.3	11.2
	Separate provision, unlocked and useable	18.1	46.2	60.8	63.0
	Total	100	100	100	100
Library	No library	47.1	23.7	30.7	40.9
	Library but no books being used by children on day of visit	24.7	45.8	36.6	31.6
	Library books being used by children on day	28.2	30.5	32.8	27.5

⁶ ASER 2018

⁷ ASER 2018

of visit					
Total		100	100	100	100
Electricity connection				72.6	69.5
Electricity	Of schools with electricity connection, % schools with electricity available on day of visit			63.6	71.4

C. School Management Committee (SMC)

Table 7: % schools having SMC: 2014, 2016, 2018⁸

	2014	2016	2018
% schools having SMC	91	94.2	95.2
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	13.7	8.7	7.4
Between July and September	71.2	65.9	80.4
After September	15.1	25.4	12.1

1.4.1 Jharkhand

A. School Enrolment

Table 8: % of children enrolled in different types of school in 2018 by age group and gender.⁹

Age Group	Govt.	Pvt.	Other	Not in School	Total
Age 6-14: All	78.0	19.0	0.4	2.7	100
Age 7-16: All	76.1	19.4	0.3	4.2	100
Age 7-10: All	79.0	19.2	0.3	1.5	100
Age7-10:Boys	75.8	22.2	0.2	1.8	100
Age7-10:Girls	82.1	16.1	0.4	1.3	100
Age 11-14: All	76.1	19.7	0.4	3.8	100
Age 11-14:Boys	73.0	22.5	0.4	4.1	100
Age 11-14:Girls	79.3	16.9	0.4	3.4	100
Age 15-16:All	67.2	19.6	0.0	13.2	100
Age 15-16:Boys	64.8	20.0	0.0	15.3	100
Age 15-16: Girls	69.4	19.3	0.1	11.2	100

B. School Facilities

Table 9: % of Schools with selected facilities: 2010, 2014, 2016, and 2018¹⁰

% Schools with		2010	2014	2016	2018
Mid-day meal	Kitchen shed for cooking mid-day meal	73.5	83.9	88.4	88.7
	Mid-day meal served in school on day of visit	92.6	78.6	80.7	79.0
Drinking water	No facility for drinking water	15.8	9.5	8.3	6.6
	Facility but no drinking water available	10.4	10.3	10.2	10.9
	Drinking water available	73.8	80.2	81.5	82.6
	Total	100	100	100	100

⁸ ASER 2018

⁹ ASER 2018

¹⁰ ASER 2018

Toilet	No toilet facility	18.0	10.9	1.9	2.4
	Facility but toilet not useable	55.2	36.2	35.3	22.7
	Toilet useable	26.8	52.9	62.8	74.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	29.7	17.4	3.3	5.6
	Separate provision but locked	24.6	13.6	11.2	8.6
	Separate provision, unlocked but not useable	24.8	21.0	24.1	13.3
	Separate provision, unlocked and useable	20.9	48.0	61.4	72.5
	Total	100	100	100	100
Library	No library	38.4	10.3	18.9	12.9
	Library but no books being used by children on day of visit	33.2	29.0	31.5	36.6
	Library books being used by children on day of visit	28.4	60.7	49.7	50.5
	Total	100	100	100	100
Electricity	Electricity connection		22.7	78.4	
	Of schools with electricity connection, % schools with electricity available on day of visit		55.7	56.3	

C. School Management Committee

Table 10: % schools having SMC: 2014, 2016, 2018¹¹

	2014	2016	2018
% schools having SMC	94.7	97.3	98.8
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	9.3	11.0	13.3
Between July and September	90.3	55.4	83.8
After September	0.4	33.7	2.9

1.4.1 Uttar Pradesh

A. School Enrolment

Table 11: % of children enrolled in different types of school in 2018 by age group and gender.¹²

Age Group	Govt.	Pvt.	other	Not in School	Total
Age 6-14: All	44.3	49.7	1.3	4.9	100
Age 7-16: All	40.7	51.3	1.2	6.9	100
Age 7-10: All	48.1	47.7	1.4	2.8	100
Age 7-10:Boys	44.2	51.7	1.4	2.7	100
Age 7-10:Girls	52.6	43.1	1.5	2.8	100
Age 11-14: All	38.5	54.3	1.1	6.2	100
Age 11-14:Boys	35.8	58.2	1.0	5.0	100
Age 11-14:Girls	41.5	49.9	1.2	7.4	100
Age 15-16:All	27.5	52.8	0.6	19.1	100
Age	29.2	54.4	0.5	16.0	100

15-16:Boys					
Age 15-16: Girls	25.8	51.2	0.8	22.2	100

B. School Facilities

Table 12: % of Schools with selected facilities: 2010, 2014, 2016, and 2018¹³

% Schools with		2010	2014	2016	2018
Mid-day meal	Kitchen shed for cooking mid-day meal	89.3	96.0	96.5	95.4
	Mid-day meal served in school on day of visit	71.3	93.9	91.2	93.3
Drinking water	No facility for drinking water	6.9	2.5	5.4	3.3
	Facility but no drinking water available	10.9	11.7	12.6	11.5
	Drinking water available	82.2	85.8	82.0	85.1
	Total	100	100	100	100
Toilet	No toilet facility	6.7	4.2	4.7	3.0
	Facility but toilet not useable	45.9	40.9	40.5	24.4
	Toilet useable	47.4	54.9	54.8	72.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	24.9	12.3	10.5	8.4
	Separate provision but locked	25.3	18.6	16.6	6.5
	Separate provision, unlocked but not useable	15.9	20.0	21.5	17.9
	Separate provision, unlocked and useable	33.9	49.1	51.5	67.2
	Total	100	100	100	100
Library	No library	51.4	25.5	28.5	36.9
	Library but no books being used by children on day of visit	25.8	38.4	28.8	27.5
	Library books being used by children on day of visit	22.9	36.2	42.8	35.7
	Total	100	100	100	100
Electricity	Electricity connection		52.0	66.5	
	Of schools with electricity connection, % schools with electricity available on day of visit		41.0	55.2	

C. School Management Committee

Table 13: % schools having SMC: 2014, 2016, 2018¹⁴

	2014	2016	2018
% schools having SMC	97.2	93.7	96.7
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	7.3	2.6	2.2
Between July and September	77.5	57.1	64.5
After September	15.2	40.3	33.4

¹¹ ASER 2018

¹² ASER 2018

¹³ ASER 2018

¹⁴ ASER 2018

1.5 Challenges and Issues in the Implementation

The effective implementation of any legislation depends on the proper understanding of the practical challenges that are faced on ground in the process of implementation and the availability of an efficient grievance redressal mechanism to resolve the pertaining issues at the earliest. It is in this background that, the study tried to analyse the various issues that are affecting the effective implementation of the RTE Act, 2009 and where do we stand with regard to the establishment and effective functioning of a grievance redressal mechanism to resolve these issues so as to ensure the realisation of the right to education of all children.

The main findings of the study are as follows:-

1.5.1 Financial Challenges

The financial burden for the implementation of the Act is to be shared between the state and the centre in the ratio of 55:45. Many states have already have expressed their inability to implement the act due to insufficiency of funds, Bihar being one of them. The inadequacy of funds has resulted in the poor infrastructure of the schools and no required facilities available for the children. The success as far as the financial issue is concerned depends on the centre-state cooperation.

Also, there is a problem of non-utilization of funds by the authorities. The authorities in these states have largely failed to allocate the funds in the required areas due to the corruption practiced by the stakeholder.

1.5.2 Dropouts

The national dropout level is about 7%, but if we take the average of the three states it might be about 15% which is higher than the national level. There are various given for dropouts but majorly it is because of poverty, lack of adequate infrastructure for girl students, lack of teachers and caste and gender discrimination. The dropout tendency in these states is a matter that requires the attention of the government.

1.5.3 Challenge to Find Qualified Teachers

The dearth of good and qualified teachers is going to be one of the most crucial challenges faced in implementing the act. In the absence of competent teachers who are considered the pillars of education, it would be next to impossible for the Act to realistically achieve its goals. It is a fact that at any given point, about 25% teachers are on leave in India and a majority of them are unable to do full justice to their professions due to a myriad of reasons. As it is evident from the Act that school drop outs and others would be brought back into the education stream again, it would entail hiring almost double the number of teachers. It would be a challenge to find quality teachers without any performance based salaries or any incentives.

1.5.4 Quality Concerns

Providing education is not the motive any education system but to ensure good quality education for the children. Ensuring the quality is a very vital issue at the elementary stage. After the implementation of the Act every stakeholder must be responsible for imparting such facilities. The barrier

in ensuring this is the non-availability of qualified teachers in the schools proportionate to the number of students.

1.5.5 School Management Committee (SMC)

There are problems in the constitution and functioning of the SMCs school. From the above given data as well the conditions can be understood even though the number of schools having them have increased. The committees have failed to conduct the meetings at regular interval. The SMCs has to play its beneficial role in the functioning of the schools to impart quality and proper education to the children

1.6 Conclusion

Education has not been the priority for development in the above discussed states as the situation is worse from the rest. The data available clearly indicates the lack of action from the government in providing facilities in the schools. In Uttar Pradesh, half of the children population prefers private schools over government schools due to the low quality education provided and after high school most of them dropout due to financial reasons. Whereas, in Bihar and Jharkhand the data shows that the government schools are still preferred by the population but the percentage of children enrolling is very low. It is time the state government take an initiative to improve the education system and make it available to all throughout the state without any discriminations.

2. Conclusion and Suggestions

The fundamental requirement for human development has become education and right to education provides an inclusive development not only to the children but the entire nation. In furtherance to the same the Right to Free and Compulsory Education Act 2009 was enacted recognising the right to education for children provided under Article 21A of the Constitution. However, the lack of importance given by the government to this sector has resulted in its failure in various states.

Even after ten years of its enactment, its implementation has been disappointing in the nation and in the states of Bihar, Jharkhand and Uttar Pradesh. The torchbearers of the Act who are responsible for its implementation themselves are unaware of their roles and responsibilities provided under the Act. Though efforts are in place to generate awareness about the Act and other child rights among different stakeholders including children and various trainings are being conducted, there exists considerable ignorance of law.

There is also a general lack of sensitivity towards children and their needs. Conscious efforts are not being made to ensure that schools turn out to be safe spaces of learning and development of children. From infrastructure to quality of education, the facilities provided are sub-standard and the environment is clearly not friendly to the child. Dilapidated structures, lack of basic amenities like drinking water, useable toilets etc., and unhygienic surroundings and so on are making schools unsafe for children. Also, incidences of corporal punishments and the fear of retention owing to poor

performance are making it scarier for children to attend schools.

The efficiency of the functionaries being average, many schools which are noncompliant with the set norms and standards are still functioning. Not all children have been provided access to schools, especially in remote areas, as the officers who shoulder the responsibility of establishing neighbourhood schools were seen to have considerably failed in this regard. Not all schools are within the prescribed limits and at least half of them do not have easy means of transport to reach the schools, especially in isolated areas thereby denying them access to education and violating their right. The lack of insufficient financial support and non-clarity on part of the members regarding the funds allotted to the Gram Panchayat for implementation of the RTE Act, lack of coordination among different institutions and functionaries in implementing the Act, lack of harmonisation among different stakeholders etc., further throw light on the failure of the system.

A considerable dissatisfaction among the functionaries and authorities themselves on the implementation of the RTE Act clearly outlines the gravity of the situation. This being the ground reality, the States needs to take drastic and immediate measures to right the wrong and ensure that the Fundamental Right to Education of Children is realized in its truest sense. It is in this background, that the suggestions are made so that the government if implemented in right way can achieve what has been longing all these years.

2.1 Suggestions

- Effective awareness programmes and training on RTE should be provided to the stakeholders so that they are able to understand their roles and responsibilities.
- Government authorities must take active participation in the implementation of the Act.
- The teachers should possess minimum qualification and such measures should be defined and strictly implemented.
- Appropriate remuneration must be provided to the teachers and also payment of salary must be strictly effected.
- Strict actions must be taken against management of schools that fails to fulfil its duties and collect fees from the weaker sections.
- Ensure that the allocated towards the scheme are properly utilised and invested leaving no scope for corruption among the stakeholders.
- To spread awareness among the population massive sensitization programmes must be undertaken.
- The budget allocation towards education by the state can be increased to meet the needs.
- Strict actions are required to improve the infrastructural conditions of the schools in all the three states.
- Awareness programmes on gender equality is required in schools to reduce the disparity.
- The state must ensure establishment of schools in all the areas and its proper functioning.
- The School Management Committee shall identify the dropouts and admit them in schools after providing special training.

- The student enrolment has to be closely watched by the state and take appropriate steps to increase the same.
- Technology is the key to faster development and thus schools must be technologically equipped for the students.
- The percentage of female students is lesser comparing to male students in the schools. To reduce the same the state should take initiative by providing special facilities to female students in the schools.

To conclude, the government in the states of Bihar, Jharkhand and Uttar Pradesh has failed to pay attention to the improvement of education system in the states and thus the results are evident. It is high time that special interest is shown towards the education of children. Considering the present situation of the states the government has to start their work from the grassroots level and take all efforts to join hands with the community for their support.