



# RTE Report

RIGHT TO EDUCATION





## Our Past Work At Lok Adalat





# Our Past Work With Students At School





## Our Recent Work With Students At

### Patia Girls High School



### Shailendra Narayan School





# Schools Surveyed\*

1. **Nehru Nodal Uccha,**  
Bidyapitha(Semi-Urban)
2. **Pathani Samanta School,**  
(Bhubaneswar, Urban)
3. **Jharpada Primary School,**  
(Bhubaneswar, Urban)
4. **Laxmisagar High School,**  
(Bhubaneswar, Urban)
5. **Debraj Primary School, Bomikhal**  
(Bhubaneswar, Urban)
6. **Govt. Primary School, GGP**  
Village (Urban)



## Our Survey Visits





# What if education is a right, but not a reality?

A child enrolls in  
school. But  
with broken  
classrooms,  
absent teachers,  
and no toilets

Just  
on  
paper?

Can learning truly  
happen?





# RTE in Odisha

- **Net Enrolment Ratio of 99.3%** as reported in 2020.
- **72.9% literacy** rate in Odisha (India: 77.7%).
- **19.3% dropout rate** (National: 17%).
- Only **78% of schools have functional toilets**.
- **GDP share stands at 2.8%**, slightly above the national average of 2.7% for Education, **failing to meet the recommended 6%**.
- “**Mo School**” in the state has become popular due to the **community-centered approach**, **providing infrastructure to improve quality** at a per school level.

While enrollment is high, the dropout rate and infrastructure challenges indicate a gap between access and quality. Budget allocation remains significantly below the target.



## Analysis of Findings

Six schools were evaluated based on four key indicators:

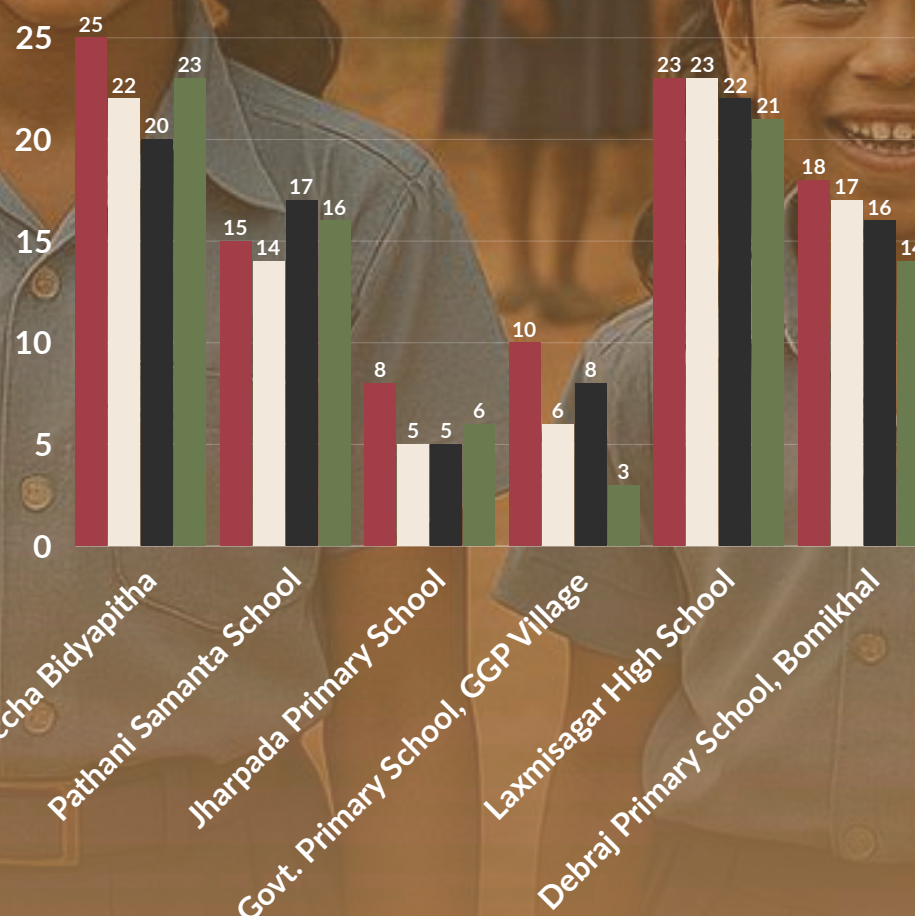
- Infrastructure Quality
- Teacher Availability & Quality
- Student Engagement & Attendance
- Socio-Economic Barriers

Laxmisagar and Pathani Samanta schools outperform others, especially in urban settings, whereas Debraj and GGP Village schools reflect low implementation quality.



Overall, The RTE Act has had mixed success across these schools.

- Infrastructure Quality\*
- Teacher Availability & Quality\*
- Student Engagement & Attendance\*
- Socio-Economic Barriers\*



\*Score Out of 30



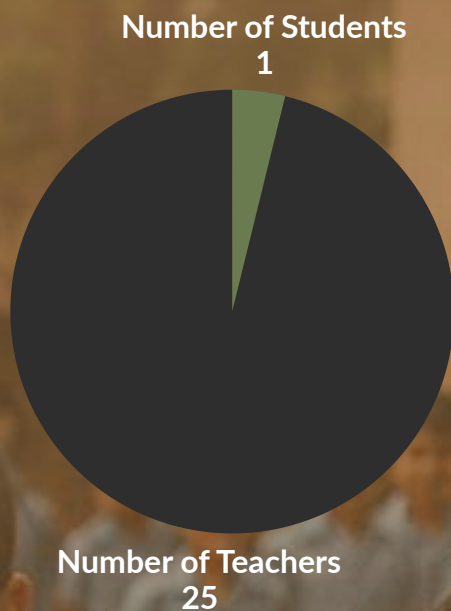
## Correlation Matrix



Student attendance is strongly influenced by teacher presence and classroom quality. Dropout rates decline with improvements in all three.



# One Teacher. Too many Students.



General Area Student : Teacher Ratio  
**25 : 1**

- Number of Students
- Number of Teachers

Tribal Area Student : Teacher Ratio  
**40 : 1**

- Number of Students
- Number of Teachers



**Student-to-Teacher Ratios:**

- General/Urban Areas: 25:1
- Tribal Areas: 40:1

Tribal regions face a 60% higher student load per teacher, leading to reduced learning outcomes. This calls for urgent recruitment and deployment of qualified staff in marginalized areas.



# Issues Identified



## Poor structure

Schools lack functional toilets, drinking water, and safe classrooms.



## Teacher Shortages

Overburdened teachers, lack of subject specialists, and absenteeism.



# Issues Identified



## High Dropout Rates

Especially among marginalized groups due to child labor, lack of sanitation, and economic hardships.



## Weak Community Involvement

Low participation of parents and local governance in School Management Committees (SMCs).



# Issues Identified



## Inconsistent Monitoring & Accountability

Schools fail to meet  
RTE mandates due to  
weak oversight and  
evaluation  
mechanisms.



# International Model and Indian equivalents

 Brazil – <i>Bolsa Escola</i>	 India – <i>Samagra Shiksha</i>
 Finland – <i>Professional Development</i>	 India – <i>NEP 2020</i>
 USA – <i>NCLB Act</i>	 India – <i>Mid-Day Meal Scheme</i>
 Mexico – <i>Oportunidades</i>	 India – <i>DBT Scholarships</i>
 South Korea – <i>EIDS</i>	 India – <i>UDISE+</i>
 Canada – <i>Community Councils</i>	 India – <i>RTE SMCs</i>
 Indonesia – <i>Decentralization</i>	 India – <i>NEP 2020</i>
 South Africa – <i>Inclusive Education</i>	 India – <i>Reservation Policies</i>
 UK – <i>Free School Meals</i>	 India – <i>Digital Meal Tracking</i>

**Strengthening infrastructure, teacher training, monitoring, and equity while leveraging global models can enhance RTE implementation for inclusive education.**



# Solutions



**Improve  
Infrastructure**



**Recruit &  
Train Teacher**



**Boost Student  
Attendance**



**Address Socio-  
Economic  
Barriers**



**Strengthen  
Monitoring &  
Accountability**



**Increase  
Community  
Engagement**



**Bridge Policy &  
Implementatio  
n Gaps**



**Promote Equity  
& Inclusion**



**Enhance Mid-  
Day Meal  
Scheme**