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**ADVERSITIES IN IMPLEMENTING R.T.E ACT, 2009 IN KERALA**

**HUSNA.KOTTEKAT**

Dissertation
submitted to the University of Calicut

in partial fulfillment of the requirements

for the award of the Degree of

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2013**

**DECLARATION**

**I**, **HUSNA.KOTTEKAT**, do hereby declare that this dissertation, **“ADVERSITIES IN IMPLEMENTING R.T.E ACT, 2009 IN KERALA”** has not been submitted by me for the award of Degree, Diploma, Title or Recognition before.

Farook Training College HUSNA.KOTTEKAT

Date: 28/10/2013

**Dr.P.REKHA**

Assistant Professor in Education

Farook Training College

Calicut

**CERTIFICATE**

**I**, **Dr.P.Rekha**, do hereby certify that this dissertation, **“ADVERSITIES IN IMPLEMENTING R.T.E ACT, 2009 IN KERALA”** is a record of bonfires study and research carried out by **HUSNA.KOTTEKAT**, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College Dr.P.Rekha

Date: 28/10/ 13 (Supervising Teacher)

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**INTRODUCTION**

Education is the most essential aspect of human life. It enlarges and enriches the individuals’ image of future. A man without education is no more than an animal. Education emancipates the human being and leads to liberation from ignorance.

 According to Gandhi, “education is an all-round drawing out of the best in child and man-body, mind and spirit”. The all round development of the child or man is only through the education. The quality of education of the child will determine the quality of life in nation through formally or informally. The developed future of a nation will be attained only through the true education of children, as it is a sacred process of moulding new fruitful generation.

 The history of India has its roots to the ancient ages. There the education was restricted to Brahmins only in Gurukula or Ashramas. Education in medieval India (647A.D-1240A.D) was the fundamental changes brought about by the rise of Buddhism, Jainism, Texila and Nalanda. In this period, the invasion of Mughals introduced ‘Maktab’ and ‘Madrasah’, in which the education was restricted to men only and this period is called ‘DARK AGE’ in Indian educational history. In British period, the concept of ‘school’ developed by Christian missionaries to propagate their religion, not for the sake of Indian society.

 But the history of education in India took a significant turn after independence with the effort of many freedom fighters. Today, education has undergone multifaceted growth and progress. We achieved this through various commissions and Policies, which defined a number of matters concerning education by realizing education is an inevitable part of life and development of the country only through the education of society. For the achievement of this motive, we had to realize that the fact that the destiny of India is being shaped in the classroom.

 In Gandhiji’s view, education helps the child to become self-supporting in later life and enable him to earn his living independently. Through this our nation can be reached at its top of development. For this, education must be free to all children. It is rightly said, the child of today is citizen of tomorrow”. It is through a well-planned system that the child would be equipped to realize his/her potential and contribute effectively in national reconstruction. The concept of ‘Education for All’ firstly introduced by Ganghiji by realizing that the clear destiny of India is through the eradication of illiteracy. Before it, Dadabhai Naoraji and Jyothiba Phule demanded state sponsored free education for all children for at least four years. But it was in vain. Whereas the situation worsened by the effort of Gandhi to give a stirring call for Universal education in 1937. His plea for adequate finances for Universal education was with state support.

 The credit for fostering education to masses after independence in 1947 chiefly goes to first Prime Minister, Jawaharlal Nehru. As the chairman of the Central Advisory Board of Education, Indias first minister of education, Maulana Abdul Kalam Azad, gave thrust to adult illiteracy, universal free and compulsory primary education for all children up to the age of 14, girls education….etc.

 Azad (1948) emphasized, “we must not for a moment forget, it is a birth right of every individual to receive at least the basic education without which he cannot fully discharge his duties as a citizen”. The education commission (1966) strongly recommended free and compulsory education for children up to the age of 14 years.

 Successive government at the centre hadn’t given any consideration and has pathetically failed in providing public education in India. The central government of India formulated the National Policy on Education (N.P.E) in 1968 and in 1986 reinforced the programme of Action (P.O.A) in 1992. In 1993 the government initiated several measures like launching of District Primary Education Programme(D.P.E.P) and Sarva Shiksha Abhiyan by aiming at primary education to all children. The S.S.A programme is now a flagship programme of the government. The year, 2009 is also a landmark year in the development history of elementary education under Article 21 as fundamental right of Article 21A with the government finally managed to pass 86th Amendment on 4th August except the state of Jammu Kashmir from April -1,2010.The Act makes, education a fundamental right , “Every child of the age of 6-14 years shall have Right to Free and Compulsory Education in a neighborhood school till the completion of elementary education”. Prime Minister of India, Manmohan Singh stated that, ‟we are committed to ensuring that all children, irrespective of gender and social category, have all access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizen of India”.

**NEED AND SIGNIFICANCE**

After a long discussion and effort of many freedom fighters, educationalist, sociologists resulted in the birth of a new bill on education by the cabinet on July 2nd, 2009. Rajya Sabha passed the bill on July 20th , 2009and the Lok Sabha on August 4th, 2009. It received presidential assent and notified as law on August 26th -2009 as ‘The children’s Right to Free and Compulsory Education Act’. The law came into effect in the whole of India except the state of Jammu and Kashmir from April-1, 2010 announced by our Prime Minister.

Most of the states in India have implemented this Act successfully. This Act ensure the children improvement of children in quality education through improved infrastructure, improved teacher education and substantial improvement in quality and quantity of teaching learning material.

 Although, Right to Education Act (R.T.E Act) came into effect very strictly, APRIL-I, 2013 onwards in Kerala, the pathetic condition of school without proper infrastructure facilities, classrooms without good environment for learning and also shortage of teachers and no more encouragement still continues.

 More over some children working on road has to be seen with their parents for helping them. In education, Kerala is considered as a model to all other states. But it is realized that our state Kerala did not succeed in the implementation of R.T.E Act, as there exist many problems in the schools of our state.

 R.T.E Act came into force from APRIL-I, 2010. This was a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21 (A) of the Indian constitution by ensuring, Every child in the age group of 6-14 years will be provided eight years of compulsory and free education in an age appropriate classroom in the vicinity of his/her neighborhood. Any cost that prevents a child from accessing school will be borne by the state which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of eight years of schooling. No child shall be denied admission for want of any documents and admission test. And also children with disabilities will also be educated in the mainstream schools.

 As it is the stage of implementing the Act in Kerala, the investigator consulted the experts in the field and realized that the implementation of Act is difficult, because of various problems in schools. This helped the investigator to conduct a study on the problems in schools for implementing R.T.E Act. And also, from the studies reviewed , the investigator understood that not many studies were carried out on problems in implementing R.T.E Act in Kerala.

**STATEMENT OF THE PROBLEM**

The present study is entitled as “ADVERSITIES IN IMPLEMENTING R.T.E ACT, 2009 IN KERALA”.

**DEFINITION OF KEY TERMS**

The key terms in the title of the study are defined below for their meaning as implied in the study.

(a) **Right to Education Act**

Right to Education Act was passed in our parliament on 4th August 2009. In this Act every child of the age 6-14 years shall have right to free and compulsory education, in a neighborhood school till the completion of elementary education.

(b) **Adversities**

The word ‘Adversity’ means a state or condition or instance of serious or continued difficulty or adverse fortune. But in the present study, the word ‘adversities’ means ,difficulties faced for implementing R.T.E Act in Kerala.

**OBJECTIVES**

The objectives of the study are as follows.

1. To find out the problems in different areas in implementing R.T.E Act in Kerala.
2. To identify the suggestions proposed by the teachers in solving problems for implementing R.T.E Act in Kerala.

**METHODOLOGY**

The present study is designed as a descriptive survey. The methodology adopted for the survey is given below.

1. **Sample used for the study**

The present study is conducted on a representative sample of 250 primary teachers from Calicut, Thrissur and Malappuram districts by the stratified random sampling technique.

1. **Tools used for the study**

Rating Scale (Ranking) is the tool used for the study to collect data from the teachers.

1. **Statistical techniques used for the study**

The investigator used Percentage Analysis to analyze the data.

**SCOPE AND LIMITATIONS OF STUDY**

 The present study intended to find out the adversities in implementing R.T.E Act in Kerala and identify the suggestions proposed by the primary teachers for the implementation for R.T.E Act.

 The study was conducted on a representative sample of 250 primary teachers from Calicut, Thrissur and Malappuram districts by using stratified random sampling technique.

 From the review of related literature the investigator realized, it is relevant that the need to know the difficulties or various problems in implementing R.T.E Act in the schools of Kerala. So the rating of such problems is very essential for the implementation of Act successfully. The problems under study were Infrastructural facilities, Teachers, Fund, Quality Education, School Management Committee (S.M.C) and Free and Compulsory Education.

 Even though every attempt has been made to make the study as precise, accurate and generalisable as possible, certain limitations have crept into the study. The study confined to three districts only. Limited time was the main obstacle in selecting a state wide sample. Hence this study was limited to 250 samples from 3 districts only even it is a nationwide programme.

**ORGANIZATION OF THE REPORT**

 The report consists of five chapters. The first chapter presents a brief introduction of the problem, need and significance, statement of the problem, definition of key terms, objectives of the study, design of the study and scope and limitations.

 Chapter two gives an overview of R.T.E Act and review of related studies.

 Methodology of the study is described in third chapter under the headings like design of the study, tools employed for data collection, sample selected for the study, data collection procedure and statistical techniques used for analyzing the data.

 Details of analysis, interpretation of the results and its discussion are included in chapter four.

 The concluding chapter five gives the description regarding the major findings, educational implications and suggestions for further research.

**REVIEW OF RELATED LITERATURE**

The Review of Related Literatureis an essential aspect of an investigation. An investigation worth the name in any field of knowledge can’t be done without careful consideration of previous attempts related to it.

 According to Mouley (1974), “The survey of related literature is a crucial aspect of planning of the study and the time spent in such a survey invariably is a wise investment”.

 This chapter consists of two parts

A) Theoretical overview

B) Review of related studies

**A. Theoretical overview**

 Children are the boon of any nation. They are the valuable human resources. Hence they have paramount place in society. They have many rights including Right to Education.

 Right to Education has been a part of the directive principle of the state policy under Article 45 of the constitution, which is part of chapter four of the constitution. And rights in chapter four aren’t enforceable. For the first time in the history of India we have made this right enforceable by putting it in chapter three of constitution as Article 21A. This entitles children to have the right in the 80th amendment to the constitution on December 2012.

 The right to children to free and compulsory education Act came into force from April I, 2010 by ensuring every child in the age group of 6-14 years will be provided eight years of elementary education at neighborhood school.

 It enacted by parliament in the 60th of the Republic of India as follows including seven chapters, the seven chapters are, Preliminary, Right to Free and Compulsory Education, Duties of appropriate Government, local authority and Parents, Responsibilities of Schools and teachers, Protection of Right of Children, and Miscellaneous. The detailed description of each chapter as follows.

Chapter I

**PRELIMINARY**

1. (1) This Act may be called the Right of Children to Free and Compulsory Education Act, 2009.

(2) It shall extend to the whole of India except the State of Jammu and Kashmir.

(3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

2. In this Act, unless the context otherwise requires,-

 (a) “Appropriate Government” means-

(i) In relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government;

(ii) In relation to a school, other than the school referred to in sub-clause (i), established within the territory of-

(A) A State, the State Government;

(B) A Union territory having legislature, the Government of that Union territory;

(b) “Capitation fee” means any kind of donation or contribution or payment other than the fee notified by the school;

(c) “Child” means a male or female child of the age of six to fourteen years;

(d) “child belonging to disadvantaged group” means a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward lass or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

(e) “child belonging to weaker section” means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification;

(f) “Elementary education” means the education from first class to eighth class;

(g) “Guardian”, in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute;

(h) “local authority” means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;

(i) “National Commission for Protection of Child Rights” means the National Commission for Protection of Child Rights constituted under section three of the Commissions for Protection of Child Right Act, 2005;

(j) “Notification” means a notification published in the Official Gazette;

(k) “Parent” means either the natural or step or adoptive father or mother of a child;

(l) “Prescribed” means prescribed by rules made under this Act;

 (m) “Schedule” means the Schedule annexed to this Act;

(n) “School” means any recognized school imparting elementary education and includes-

(i) a school established, owned or controlled by the appropriate Government or a local authority;

(ii) an aided school receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;

 (iii) a school belonging to specified category; and

 (iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;

(o) “screening procedure” means the method of selection for admission of a child, in preference over another, other than a random method;

(p) “specified category”, in relation to a school, means a school known as Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School or any other school having a distinct character which may be specified, by notification, by the appropriate Government;

(q) “State Commission for Protection of Child Rights” means the State Commission for Protection of Child Right constituted under section 3 of the Commission for Protection of Child Right Act, 2005.

Chapter II

**RIGHT TO FREE AND COMPULSORY EDUCATION**

3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education.

(2) For the purpose of sub-selection (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education:

 Provide that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provision of Chapter V of the said Act.

4. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age:

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed:

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

5. (1) Where in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.

(2) Where a child is required to move from one school to another, either within a State or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and(iv) of clause (n) of section 2, for completing his or her elementary education.

 (3) For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate:

 Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school:

 Provided further that the Head-teacher or in –charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

Chapter III

**DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS**

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighborhood, as may be prescribed, a school, where it is not so established, within a period of three year from the commencement of this Act.

7. (1)The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

 (2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act.

 (3) The Central Government shall provide to the State Governments, as grants-in-aid of revenues, such percentage of expenditure referred to in sub-section (2) as it may determine, from time to time, in consultation with the State Governments.

 (4) The Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of article 280 to examine the need for additional resources to be provided to any State Government so that the said State Government may provide its share of funds for carrying out the provisions of the Act.

 (5) Notwithstanding anything contained in sub-section (4), the State Government shall, taking into consideration the sum provided by the Central Government under sub-section (3), and its other resources, be responsible to provide funds for implementation of the provisions of the Act.

 (6) The Central Government shall-

(a) Develop and enforce standards for training of teachers;

(b) Provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.

8. The appropriate Government shall-

(a) Provide free and compulsory elementary education to every child:

 Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

 Explanation: - The term “compulsory education” means obligation of the appropriate Government to-

 (i) Provide free elementary education to every child of the age six to fourteen year; and

 (ii) Ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;

(b) Ensure availability of neighborhood school as specified in section six;

(c) Ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.

(d) Provide infrastructure including school building, teaching staff and learning equipment;

(e) Provide special training facility specified in section four;

(f) Ensure and monitor admission, attendance and completion of elementary education by every child;

(g) Ensure good quality elementary education conforming to the standards and norms specified in the schedule;

(h) Ensure timely prescribing of curriculum and course of study for elementary education; and

(i) Provide training facility for teachers.

9. Every local authority shall-

(a) Provide free and compulsory elementary education to every child;

Provide that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parent or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;

(b) Ensure availability of a neighborhood school as specified in section six;

(c) Ensure that the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

 (d) Maintain records of children up to the age fourteen year residing within its jurisdiction, in such manner as may be prescribed;

(e) Ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;

(f) Provide infrastructure including school building, teaching staff and learning material;

(g) Provide special training facility specified in section four;

(h) Ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

(i) ensure timely prescribing of curriculum and course of study for elementary education;

(j) Provide training facility for teachers;

(k) Ensure admission of children of migrant families;

(l) Monitor functioning of schools within its jurisdiction; and

(m) Decide the academic calendar.

10. It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighborhood school.

11. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children.

Chapter IV

**RESPONSIBILITIES OF SCHOOLS AND TEACHERS**

12. (1) For the purpose of this Act, a school,-

(a) Specified in sub-clause (n) of section two shall provide free and compulsory elementary education to all children admitted therein;

(b) specified in sub-clause (ii) of clause (n) of session two shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent;

(c) specified in sub-clauses (iii) and (iv) of clause (n) of section two shall admit in class I, to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighborhood and provide free and compulsory elementary education tills its completion.

Provided further that where a school specified in clause (n) of section two imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed.

 Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section two;

 Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building equipment or other facilities, either free or cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

(3) Every school shall provide such information as may be required by the appropriate Government or the local authority, as the case may be.

13. (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.

(2) Any school or person, if in contravention of the provisions of sub-section (1)-

(a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;

(b) Subjects a child to screening procedure shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contravention.

14. (1) For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed.

(2) No child shall be denied admission in a school for lack of age proof.

15. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed:

 Provided that no child shall be denied admission if such admission is sought subsequent to the extended period:

 Provided further that any child admitted after the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.

16. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

17. (1) No child shall be subjected to physical punishment or mental harassment.

 (2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

18. (1) No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate or recognition from such authority, by making an application in such form and manner, as may be prescribed.

 (2) The authority prescribed under sub-section (1) shall issue the certificate or recognition in such form, within such period, in such manner, and subject to such conditions, as may be prescribed.

 Provided that no such recognition shall be granted to a school unless it fulfils norms and standards specified under section 19.

 (3) On the contravention of the condition of recognition, the prescribed authority shall, by an order in writing, withdraw recognition:

 Provided that such order shall contain a direction as to which of the neighborhood school, the children studying in the derecognized school, shall be admitted:

 Provided further that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

 (4) With effect from the date of withdrawal of the recognition under sub-section (3), no such school shall continue to function.

 (5) any person who establishes or run to a school after withdrawal of recognition, shall be liable to fine which may be extended to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

10. (1) No school shall be established, or recognized, under section 18, unless it fulfills the norms and standards specified in the Schedule.

 (2) Where a school established before the commencement of this Act does not fulfill the norms and standards specified in the Schedule, it shall take steps to fulfill such norms and standards at its own expenses, within a period of three years from the date of such commencement.

 (3) Where a school fails to fulfill the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.

 (4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.

 (5) any person who continues to run a school after the recognition is withdrawn, shall be liable to fine which my extend to one lakh rupee and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

20. The Central Government may, by notification, amend the Schedule by adding to, or omitting there from, any norms and standards.

21. (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers;

 Provided that at least three-fourth of members of such Committee shall be parents or guardians:

 Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

 Provided also that fifty per cent of Members of such Committee shall be women.

 (2) The School Management Committee shall perform the following functions, namely: -

 (a) Monitor the working of the school;

 (b) Prepare and recommend school development plan;

 (c) Monitor the utilization of the grants received from the appropriate Government or local authority or any other sources; and

 (d) Perform such other functions as may be prescribe.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.

 (2) The School Management Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

23. (1) any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government by notification, shall be eligible for appointment as a teacher.

 (2) Where a State does not have adequate institutions offering course or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:

 Provided that a teacher who, at the commencement of this Act, does not possess minimum qualification as lay down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

 (3) The salary and allowances payable to, and the terms and conditions of service of teachers shall be such as may be prescribed.

24. (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely: -

 (a) Maintain regularity and punctuality in attending school;

 (b) Conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;

 (c) Complete entire curriculum within the specified time;

 (d) Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;

 (e) hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and

 (f) Perform such other duties as may be prescribed.

(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her:

 Provide that before taking disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

(3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

25. (1) Within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.

 (2) For the purpose of maintaining the Pupil-Teacher ratio under sub-section(1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.

26. The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten per cent of the local sanctioned strength.

27. No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be.

28. No teacher shall engage himself or herself in private tuition or private teaching activity.

Chapter V

**CURRICULUM AND COMPLETION OF ELEMENTARY EDUCATION**

29. (1) The curriculum and the elevation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.

 (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1) shall take into consideration the following, namely: -

(a) Conformity with the values enshrined in the Constitution;

(b) All round development of the child;

(c) Building up child’s knowledge, potentiality and talent;

(d) Development of physical and mental abilities to the fullest extent;

(e) Learning through activities, discovery and exploration in a child friendly and child-centered manner;

(f) Medium of instructions shall, as far as practicable, be in child’s mother tongue;

(g) Making the child free of fear, trauma and anxiety and helping the child to express views freely;

(h) Comprehensive and continuous evaluation of child understands of knowledge and his or her ability to apply the same.

30. (1) No child shall be required to pass any Board examination till completion of elementary education.

 (2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed.

Chapter VI

**PROTECTION OF RIGHT OF CHILDREN**

31. (1) The National Commission for Protection of Child’s Right constituted under section 3, or, as the case may be, the State Commission for Protection of Child Right Act, 2005, shall, in addition to the functions assigned to them under that Act, also perform the following functions, namely: -

 (a) Examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation;

 (b) Inquire into complaints relating to child’s right to free and compulsory education; and

 (c) Take necessary steps as provided under section 15 and 24 of the said Commissions for Protection of Child Right Act.

(2) The said Commissions shall, while inquiring into any matters relating to child’s right to free and compulsory education under clause (c) of sub-section (1), have the same powers as assigned to them respectively under sections 14 and 24 of the said Commissions for Protection of Child Right Act.

(3) Where the State Commission for Protection of Child Rights has not been constituted in a State, the appropriate Government may, for the purpose of performing the functions specified in clauses (a) to (c) of sub-section (1), constitute such authority, in such manner and subject to such terms and conditions, as may be prescribed.

32. (1) Not withstanding anything contained in section 31, any person having any grievance relating to the right of a child this Act may make a written complaint to the local authority having jurisdiction.

 (2) After receiving the complaint under sub-section (1), the local authority shall decide the matter within a period of three months after affordable a reasonable opportunity of being heard to the parties concerned.

 (3) Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be.

 (4) The appeal preferred under sub-section (3) shall be decided by State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31 as the case may be, as provided under clause (c) of sub-section (1) of section 31.

33. (1) The Central Government shall constitute, by notification, a National Advisory Council, consisting of such number of Members, not exceeding fifteen, as the Central Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

 (2) The functions of the National Advisory Council shall be to advise the Central Government on implementation of the provisions of the Act in an effective manner.

 (3) The allowances and other terms and conditions of the appointment of Members of the National Advisory Council shall be such as may be prescribed.

34. (1) The State Government shall constitute, by notification, a State Advisory Council consisting of such number of Members, not exceeding fifteen, as the State Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

 (2) The functions of the State Advisory Council shall be to advice the State Government on implementation of the provisions of the Act in an effective manner.

 (3) The allowances and other terms and conditions of appointment of Members of the State Advisory Council shall be such as may be prescribed.

Chapter VII

**MISCELLANEOUS**

35. (1) The Central Government may issue such guidelines to the appropriate Government or, as the case may be, the local authority, as it deems fit for the purpose of implementation of the provisions of this Act.

 (2) The appropriate Government may issue guidelines may issue guidelines and give such directions, as it deems fit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

 (3) The local authority may issue guidelines and give such directions, as it deems fit, to the School Management Committee regarding implementation of the provisions of this Act.

36. No prosecution for offences punishable under sub-section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous sanction of an officer authorized in this behalf, by the appropriate Government, by notification.

37. No suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for Protection of Child Rights, the State Commission for Protection of Child Right, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done, in pursuance of this Act, or any rules or order made there under.

38. (1) The appropriate Government may, by notification, make rules, for carrying out the provisions of this act.

 (2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely: -

 (a) the manner of giving special training and the time-limit thereof, under first proviso to section 4;

 (b) the area or limits for establishment of a neighborhood school, under section six;

 (c) the manner of maintenance of records of children up to the age of fourteen years, under clause (d) of section nine;

 (d) the manner and extent of reimbursement of expenditure, under sub-section (2) of section 12;

 (e) any other document for determining the age of child under sub-section (1) of section 14;

 (f) the extended period for admission and the manner of completing study if admitted after the extended period, under section 15;

 (g) the authority, the form and manner of making application for certificate of recognition, under sub-section (1) of sub-section (18);

 (h) The form, the period, the manner and the conditions for issuing certificate of recognition, under sub-section (2) of section 18;

 (i) The manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18;

 (j) The other functions to be performed by School Management Committee under clause (d) of sub-section (2) of section 21;

 (k) The manner of preparing School Development Plan under sub-section (1) of section 22;

 (l) The salary and allowances payable to, and the terms and conditions of service of teacher, under sub-section (3) of section 23;

 (m) The duties to be performed by the teacher under clause (f) of sub-section (1) of section 24;

 (n) The manner of redressing grievances of teachers under sub-section (3) of section 24;

 (o) The form and manner of awarding certificate for completion of elementary education under sub-section (2) of section 30;

 (p) The authority, the manner of its constitution and the terms and conditions therefore, under sub-section (3) of section 31;

 (r) The allowance and other terms and conditions of appointment of Members of the National Advisory Council under sub-section (3) of section 33;

(3) Every rule made under this Act and every notification issued under section 20 and 23 by the Central Government shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or notification or both House agree that the rule or notification should not be made, the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

(4) Every rule or notification made by the State Government under this Act shall be laid, as soon as may be after it is made; before the State Legislature.

**CONCLUSION**

 To realize the concept of ‘Education for All’ the government takes number of steps as new policies and rules. The R.T.E Act is the one of the major steps into the eradication of illiteracy in our nation.

 The Right to Free and Compulsory Education Act ensures all rights to children between the ages of six to fourteen years and the duties and responsibilities of Authorities and local authorities including Parents and Teachers. And also described the actions to take while violating from the duties and rules prescribed by the Government.

**B. Review of related studies**

 Review of related studies is an indispensable part of any research work for locating what has already found out and what is to be found out. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define existing knowledge in the problem area, provides background for the research and makes the reader aware of the status of the issue well.

 The studies reviewed related with the R.T.E Act are listed below:

 Rao and Ashok (2007) studied on R.T.E Bill-2006 and suggested that an all out effort by the states and other agencies is needed to implement the Bill.

 Vimala (2009) in her article on “Right to Education Act: A comment”. To argue that alternative school or private schooling take care of the needs of the primary school going children is to effectively condemn the poor and the marginalized to a second rate education since they can never afford private and expensive schooling. The need of the hour is higher public investment in school education.

 Archana (2010) in her article on “Model Rules for the Right to Education Act”. This article argues that the notification of the right of children to free and compulsory education act, 2009 depends in how soon as acceptable formula for sharing the financial burden between the centre and states is worked out and the model rules are drafted. The committee formulating the model rules could learn from states with well developed codes, legislation and rules on school education and should consider incorporating effective provisions into the central model rules. These can thus become the means to facilitate policy transfer across states.

 Peggy (2010) in her article on “Right to Education; Lesson from Trinidad and Tabago”, she examines that all India begins to grapple with the issues of implementing the Right to Education Act-2009; it would do well to look at examples like that Trinidad and Tabago. It is worth learning from that countries experiment with making school education free for all children and the measures it undertook to ensure that children from economically weaker section got quality education.

 Praveen and Parvati (2010) their article on “Right to Education Act-2009: critical gaps and challenges”. To argue that after the many rounds of drafting and redrafting that went into the right of children to free and compulsory act of 2009, it was hoped that the act would be an effective instrument for any child to demand her basic entitlement. Yet, a close look at the provisions reveals disconcerting features.

 Report published in ‘The Hindu’ (August 21, 2010) ‘Portal on R.T.E Act’. This report highlights, it caters to interested citizens, teachers, parents and stakeholders to help them strategies and contribute to make universal elementary education a reality in India. The coalition seeks to pool in the collective resources of its members to form a mass base, engage in meaningful discussions and share lessons and experience related to the legislations.

 Sonjuhi (2010) studied the status of R.T.E act in unrecognized schools in Delhi and found in U.R Schools maintaining teacher-student ratio better than government schools and salary of private teachers very low than government teachers, by using questionnaire and interview.

 Shankar (2010) examined the “Education sector in India, progress, challenges and way forward” and concluded that the progress of education sector of India (or the lack of desired progress) is the result of a complex mix of supply side and demand side factors. The country has made tremendous progress in improving elementary education at post elementary stages, and in improving quality outcomes has been modest. To make India one of the major knowledge economic in the world in the near future, it is important to continue the current level of focus and commitment, along with the right amount of resources in an improved governances and service delivery framework.

 Beck and Dey (2011) studied teacher’s perception on R.T.E act 2009. The major objective of the study was to analyze the provisions made in “The right of children to free and compulsory education Act, 2009 and also discussed the measures needed for better implementation of act in a group of 60 teachers by using a questionnaire. They found that, most of the teachers were aware about the R.T.E Act.

 Bairagya and Bairagya (2011) criticized R.T.E Act on the ground of lack of basic infrastructural facilities, appointment of teachers based on political not in qualification, aim of private schools, how to earn money and shortage of qualified teachers.

 Farwaha and Malik (2011) their article on “Challenges in the implementation of Right to Education Act-2009”, they revealed that to bring sustainable change in the education sector. The pressure has to be laid on creating awareness among the general masses and intensive attitudinal transformations additionally; rational utilization of allotted resources and striving towards the goal with genuine commitment can only bring success to educational programme. And they conclude that if India has to grow into developed nation, it must put its ‘House in order’ in the form of high class education in primary, secondary, vocational and higher education.

 Ghose (2011) in her article on Right to Education Act- “Funding, the key”. She argues that the centre’s declared desire to increase spending in education is barely reflected in the budgetary figures. The amount spent on education remains shockingly low.

 Jaseena (2011) studied the awareness of M.Ed trainees on R.TE. The sample was 60 M.Ed students. By using the questionnaire, she found that there is higher awareness for males studies than females.

 Kaur (2011) Studied on R.T.E in India: opportunities and challenges ahead. The major objective of the study was a discussion on opportunities and challenges before the nation for the success of the R.T.E. He found, some challenges due to socio-economic disparities, drop outs and retention and shortage of teachers and also financial challenges and lack of infrastructural facilities.

 Kumar and Sharma (2011) conducted a study on R.T.E. The objective of the study is to check the awareness of parents and teachers towards R.T.E by awareness scale and found teachers are more aware than that of parents. The sample of the study was 320 parents and teachers of C.P/U.P level.

 Kumar (2011) in his article on Right to Education Act- “Kerala lesson”, he revealed that some provisions of the R.T.E Act will leave the state with the burden of ‘uneconomic’ schools. Besides, by offering NCOs (No Objection Certificates) to CBSC/ICSE schools, the government is putting pressure on low-income families to send their children to unaided private schools.

 Minocha (2011) studies, R.T.E act is based many problems. The main objective of the study was to find out the problems to implement R.T.E act and found lack of teachers in rural schools, lack of infrastructural facilities, funding.

 Pathak (2011) in his article made an investigative overview and function of R.T.E and he focused on the investigative exercise carried out by a group of teacher educators with a view to identify various clauses having relevance with the functions of R.T.E and found that the act confers on children’s right to education on the basis of equality of opportunity without discrimination on any grounds.

 Patankar (2011) in their article discussed the salient features, history, fact and criticism related to R.T.E act and found no provision of training of regular teachers according to it in present teacher education programmes.

 Premlakshmi (2011) conducted a study on R.T.E and common school system-perception among teachers. The purpose of the study was to establish the Right to education to all and to study the perception of the common school system among teachers. In the study she found that, there is a significant difference in perception of teachers towards common school system on the basis of their gender and locality. The opinion of both the matriculation and government teachers differs among common school system.

 Rana (2011) evaluated R.T.E act 2008: Major Issues and challenges found diversion of central government’s education: funds by the state government; excessive infiltration and migration from the neighboring countries, extreme poverty, lack of involvement of Panjayath Raj institutions and other social organizations as found as challenges.

 Report published in ‘The Times of India (September 12, 2011) ‘After SC order, Raj institutes to show answer sheets under R.T.E’. This report highlights education institute in Rajasthan is working day and night to prepare guideline for effective implementation of the recent Supreme Court order allowing disclosure of answer sheet under Right to Education Act 2009.

 Sharma (2011) in an article examined the Right to education:-2009: A mission to empower children and he found its implementation isn’t so great success, without answering some questions regarding imparting quality teacher training, S.M.C etc.

 Singh and Surinder (2011) in their article analyzed R.T.E critically and found some challenges regarding fee, private tuition by teachers imparting quality education, teacher-pupil ratio, financial aspect, qualification of teachers and concept of neighbourhood school.

 Singh (2011) in his article R.T.E Act and it’s financial concerns and argued that even after 60 % universalization of elementary education remains a distant dream and state government of India has approved Rs. 2,31233 crore for the combined implementation of S.S.A R.T.E for a period of 2010-11 to 2014-15.

 Sadgopal (2011) in his article on Right to Education Act- “Neoliberal ACT” it denies the fundamental right to education and is unable to achieve the goal of equitable education. It has to be replaced by a low drafted in the framework of a public funded common school system based on neighborhood schools.

Suneera (2011) critically analyzed the R.T.E Act 2009 with reference to the social indicators of Kerala. The main objective of the study was to analyze the R.T.E act 2009 with reference to the social indicators of Kerala with respect to gender, enrolment, access and equity. She selected 350 teachers from L.P, U.P, H.S of Palakkad and Malappuram district by preparing an interview schedule and found that, enrolment of students in the state shows slight change due to low birth rate in demographic pattern and the inequality is lowest in Kerala and West Bengal when compared to other state. Sreenivasan (2011) in the article on Right to Education Act- “Built in barriers”. She argues that this clearly points to class bias in Indian society. In North America and Western Europe, where a common school system has worked to a considerable degree, children go to government school irrespective of their class background.

 Vyas (2011) conducted a study on awareness among elementary school teachers in the national capital region on “The Right of children to Free and compulsory education Act, 2009. The objective of the study was to explore the awareness on R.T.E among elementary school teachers in the National capital region. He found that government teachers are comparatively more aware than non government teachers, by using a self made questionnaire from the sample of 160 elementary school teachers.

 Ahamad (2012) criticized R.T.E Act by finding the problems regarding ensuring of 25 % reservation for weaker section in private schools, quality education, funding, and quality of books.

 Mishra, Manoranjan and Gupta (2012) on their article discussed on R.T.E Act 2009 to give the readers an insight to the R.T.E act 2009 and for Free and Compulsory Education casts an obligation on the appropriate government to provide and ensure admission, attendance and completion of elementary education.

 Ramya (2012) has studied on R.T.E act by checking the awareness of elementary school teachers. The major objective of the study was to find out the extent of R.T.E awareness of the primary teachers on the basis of locality of school, gender of the teachers, type of management and experience of the teachers by administrating a questionnaire. She found that, the extent of R.T.E act awareness is moderate for the elementary school teachers based on gender, type of management, locality and experience of the teachers.

 Boopathi and Kumar (2013) observed attitude of primary school teachers towards R.T.E act. The sample of the study was 164 primary teachers and found average attitude of teachers towards R.T.E Act.

 Gandhi and Yadav (2013) examined the awareness among primary school teachers towards R.T.E act. The study was aimed at analyzing the awareness of primary school teachers towards R.T.E. The sample of the study was 100 primary school teachers by questionnaire was used and found there is a significant difference in awareness of male and female primary school teachers.

**CONCLUSION**

The related studies in the concerned area disclosed that there are so many problems and criticism for the implementation of the programme even it is came into effect on April-I 2010. Along with this the review of above mentioned studies helped to acquire more knowledge in the area.

**METHODOLOGY**

Methodology deals with the precise description of the sample, tool and statistical technique used for study. The present study is designed as a descriptive survey. The methodology adopted for the survey is given below under the following heads.

A. SAMPLE SELECTED FOR THE STUDY

B. TOOL EMPLOYED FOR DATA COLLECTION

C. DATA COLLECTION, SCORING AND CONSOLIDATION OF DATA

D. STATISTICAL TECHNIQUES USED FOR THE STUDY.

**A. SAMPLE SELECTED FOR THE STUDY**

 For the present study, the investigator selected 250 elementary school teachers from Malappuram, Calicut and Thrissur districts of Kerala state. The schools were selected on the basis of random sampling techniques.

The list of schools from which the data were collected is given in Appendix-. I.

**B. TOOL EMPLOYED FOR DATA COLLECTION**

 The selection of suitable instruments or tool is of vital importance for successful research. The present investigation is an attempt to find out the problems in different areas in implementing R. T. E Act and identification of suggestions given by the elementary school teachers.

 The investigator developed a Rating scale (Ranking) regarding the major problem area in implementing R.T.E Act in Kerala.

**Planning and preparation of the tool**

 After the detailed review, the investigator took in to account that there are many challenges regarding the implementation of R.T.E Act. Besides, the investigator consulted the experts in the field of education, A.E.O and S.S.A programme coordinators. And reached at a conclusion that the problems of the schools are many and different in different schools. This may hinder the development of schools and thus the successful implementation of R.T.E Act. So the investigator decided to prepare Rating scale (Ranking) with the help of supervising teacher to find out the frequency of occurrence of each problem in schools.

The next hurdle was the selection of the problem. S.S.A is the central agency appointed to implement R.T.E Act in schools. Hence the investigator contacted some S.S.A programme coordinators of the area and made discussion with them. From the reference of handbooks published by S.S.A (2013-2014), related literature and studies in the area, the investigator reached at some main problem of each and every school. So the investigator categorized the problems under six major problem areas for the convenience of the study. So the Rating scale (Ranking) contains six main problem areas which would come in the following order; Infrastructural facilities, Teachers, Fund, Quality education, School Management Committee (S.M.C) and Free and Compulsory Education.

The first area ‘Infrastructural facilities’ contains 12 items, ‘Teachers’ contains six items, ‘Fund’ contains five items, ‘Quality education’ contains 13 items while the ‘School Management Committee’ include eight items whereas five items are included under the head ‘Free and Compulsory Education’.

**1. Infrastructural facilities**

 The R.T.E Act envisages that the schools must maintain quality in terms of infrastructural facilities like adequate library facilities, laboratory, play ground, sports equipments, and separate toilets for boys and girls, adequate number of class rooms, barrier free access for physically challenged students and drinking water facilities.

 Examples of problem related to Infrastructural facilities

* Lack furniture according to the age and strength of children.
* Lack of hygienic kitchen for mid day meal.

**2. Teachers**

 Right to Education Act concerns every aspect of teachers to ensure good quality, Free and Compulsory Education to the children (6-14 age groups) by addressing the minimum qualification, teacher-pupil ratio, number of permanent teachers, duties of teachers etc.

Examples of problem related to Teachers

* Lack of appropriate number of teachers.
* Lack of permanent teachers.

**3. Fund**

 As per the R.T.E Act the financial burden is to be shared by the Central and State Governments to provide Free and Compulsory Education to the children (6-14 ages) in neighborhood schools, including school grant, maintenance grant and teacher’s grant. And also R.T.E ensures the usage of grant effectively for the sake of quality elementary education.

Examples of problem related to Fund

* Use of Teachers grant ineffectively.
* Misuse of Fund.

**4. Quality Education**

 The passing of the Right to Free and Compulsory Education Act-2009 makes every child has his /her right to get a quality elementary education. To ensure quality education to every children of India, there should be maintained quality of text books, works sheets, effectiveness of cluster programmes, number of subject teachers, use of Handbook by the teachers and completion of lessons in time etc.

Examples of problem related to Quality Education

* Incompletion of lessons in time.
* Lack of using Handbook.

**5. School Management Committee (S.M.C)**

 To ensure free and compulsory quality education to the children of schools shall constitute School Management Committee compromising local authority, official, parents, guardians and teachers. The S.M.C shall form school development plans and monitor the utilization of government grants and the whole school environment.

 R.E.T Act also mandates the inclusion of 50 percentage of women and parents of children from disadvantaged groups in S.M.Cs.

Examples of problem related to S.M.C

* Absence of S.M.C in time.
* Lack of meeting of S.M.C in time.

**6. Free and Compulsory Education**

 R.T.E Act promotes free and compulsory education for all children between the ages of 6-14 shall have the right to free and compulsory elementary education at a neighborhood school. There is no direct (school fees) or indirect cost (uniforms, text books, mid-day meals, transportation etc.) to be borne by the child or the parents to obtain elementary education. The government will provide schooling free of cost until a child’s elementary education is completed.

Examples of problem related to Free and Compulsory Education

* Lack of admitting all children between 6-14 age groups.
* Admission of children through screening test.

A copy of the tool Rating scale (Ranking) is given as Appendix- II. The tool provides an option for teachers’ free response about any other problem, they feel in their schools and another option for putting their suggestions for rectifying the present problems.

**Scoring procedure**

 The scale was organized in such a way that teachers were asked to put ranks according to the frequency of occurrence of the major problems in their school. The respondent also has to rank the problems under each main area separately according to the occurrence of such problems in their schools.

 The teachers have to put ranks in the order of 1, 2,3,4,5 etc. from the most occurring problem to the least occurring problem i.e. the ranking of problem is preferential ranking system.

**C.** **DATA COLLECTION, SCORING AND CONSOLIDATION OF DATA**

**Data collection**

 After the selection of sample the investigator contacted the heads of the concerned institution with the permission letter given by the authority of institution. With the permission from the heads of schools, the investigator met teachers individually and explained the nature and purpose of the study and made them confessed. After providing necessary instructions, the tools were administrated on the sample selected. Response sheets were collected back after responding by the teachers.

**Scoring and consolidation of data**

 The scoring of response sheet has done as per the scoring procedure. At first, the ranks given by teachers to each major problem area is noted and enlisted in the consolidation sheets.

 Secondly, the ranks put by the teachers to each problem under major problem area have noted and entered in the corresponding sheets for further analysis.

**D.** **STATISTICAL TECHNIQUES USED FOR THE STUDY**

 Percentage Analysis was used for the analysis of data. The analysis and interpretation is presented in the next chapter.

**ANALYSIS AND INTERPRETATION**

 The present chapter deals with the statistical analysis of the collected data and the discussion of results based on it. The collected data have been analyzed qualitatively with reference to the objectives of the study.

 **OBJECTIVES OF THE STUDY**

The following are the objectives of the study.

1. To find out the problems in different areas in implementing R.T.E Act in Kerala.
2. To identify the suggestions proposed by the teachers in solving problems for implementing R.T.E Act in Kerala.

 Based on the objective of the study, the analysis done is presented below. The details of the analysis of the problems in different areas in implementing R.T.E Act and the interpretation are given under the major heads viz;

1. Prioritization of the major problem areas in implementing R.T.E Act.
2. Prioritization of the problems coming under the major problem areas.
3. **PRIORITIZATION OF THE MAJOR PROBLEM AREAS IN IMPLEMENTING R.T.E ACT.**

This section of the analysis was done to prioritize the most frequently occurring problem area. As the first step of the analysis the investigator calculated the percentage of teachers, who polled each of the six problem areas by giving ranks. Viz; infrastructural facilities, Teachers, Fund, Quality education, School Management Committee (S.M.C) and Free and Compulsory Education, as in the order of 1,2,3,4,5,and 6 according to the prevalence of occurrence. The result obtained are shown as table-1

**TABLE 1**

**Percentage of teachers, who Polled/Unpolled major problem areas in implementing R.T.E Act in schools of Kerala**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | PROBLEM AREA | NO. OF TEACHERS POLLED(N=250) | NO. OF TEACHERS UNPOLLED(N=250) |
| 1 | Infrastructural facilities | 250 (100%) | \_\_\_ |
| 2 | Teachers | 155 (62%) | 95 (38%) |
| 3 | Fund | 193 (77%) | 57 (23%) |
| 4 | Quality Education | 218 (87%) | 32 (13%) |
| 5 | School Management Committee | 125 (50%) | 125 (50%) |
| 6 | Free and Compulsory Education | 136 (54%) | 114 (46%) |

 From the above table, it is obtained that, all the teachers (100%) have polled infrastructural facilities as one of the main problem areas. But 218 (87%) teachers polled ‘Quality Education’ as the second most occurring problem area and the area ‘Fund’ as the third most occurring problem by 193 (77%) teachers.

Meanwhile the areas ‘Teachers’ and ‘Free and Compulsory Education’ as fourth (62%) and fifth (54%) problem areas polled by the teachers. Whereas, only 125 (50%) of the teachers who polled the area ‘School Management Committee’ (S.M.C) as least one.

**Discussion**

 The table 1 shows that, among the six problems listed, majority of the teachers rate ‘Infrastructural facilities’; as the most frequently occurring problem area in schools of Kerala. The next frequently occurring problems in the area in the order of ‘Quality Education’, ‘Fund’, ‘Teachers’ and ‘Free and Compulsory Education’ and School Management Committee.

 So, there are many problems in implementing R.T.E Act in schools of Kerala. The major problem found while analyzing the table was the infrastructural facilities. Without solving the problems, related to the infrastructural facilities the realization of R.T.E Act lays distant.

1. **PRIORITIZATION OF THE PROBLEMS COMING UNDER THE MAJOR PROBLEM AREAS**

This section of the analysis was done to prioritize the different problems occurring under the major six problem areas. As the second step of the analysis, the investigator calculated the percentage of the teachers, who polled each of the problems coming under the major problem areas viz; Infrastructural facilities, Teachers, Fund, Quality Education, School Management Committee (S.M.C) and Free and Compulsory Education.

1. **INFRASTRUCTURAL FACILITIES**

 Rating of the 12 problems coming under the major area Infrastructural facilities are lack of furniture, lack of toilet for boys, lack of toilet for girls, insufficiency of books in library, lack of play ground, lack of compound wall, lack of building with classroom, deficiency of hygienic kitchen for mid-day meal, unequipped laboratory, unavailability of pure water, lack of sports equipments and lack of facilities for disabled children.

 Teachers ranked these problems according to the frequency of occurrence in their schools and the result obtained are presented as Table-2

**TABLE 2**

**Percentage of teachers who Polled/Unpolled different problems coming under the area ‘Infrastructural facilities’ according to the frequency of occurrence in their schools.**

|  |
| --- |
| INFRASTRUCTURAL FACILITIES |
| SL. NO | ITEMS/PROBLEMS | NUMBER OF TEACHERS POLLED(N=250) | NUMBER OF TEACHERS UNPOLLED(N=250) |
| 1 | Lack of furniture | 145 (58%) | 105 (42%) |
| 2 | Lack of toilet for boys | 183 (73%) | 67 (27%) |
| 3 | Lack of toilet for girls | 183 (73%) | 67 (27%) |
| 4 | Insufficient library | 151 (60%) | 99 (40%) |
| 5 | Lack of play ground  | 170 (68%) | 80 (32%) |
| 6 | Lack of compound wall | 114 (46%) | 136 (54%) |
| 7 | Lack of building with classroom | 126 (50%) | 124 (50%) |
| 8 | Deficiency of hygienic kitchen for mid-day meal | 111 (44%) | 139 (56%) |
| 9 | Unequipped laboratory | 173 (61%) | 77(31%) |
| 10 | Unavailability of pure water | 115 (46%) | 135 (54%) |
| 11 | Lack of sports equipments | 201 (80%) | 49 (20%) |
| 12 | Lack of facilities for disabled children | 127 (51%) | 123 (49%) |

Table 2 shows that 201 (80%) teachers of the total number of teachers polled ‘Lack of Sports Equipments’ as the most occurring problem coming under the area ‘Infrastructural facilities’. On the other hand ‘Lack of toilet for boys’ and ‘Lack of toilet for boys’ were polled in the second position by the same number, 183 (73%) of teachers. The next frequently occurring problem in the order of Unequipped laboratory (69%), Lack of play ground (68%), Insufficient library (60%), Lack of furniture (58%), Lack of facilities for disabled children (51%), Lack of building with class room (50%), Lack of boundary wall (46%), and Lack of pure water (46%) and ‘Lack of hygienic kitchen for mid-day meal’ (44%) teachers.

In order to ensure the above results more accurate the investigator calculated the rank order of each problem coming under the area ‘Infrastructural facilities’ are presented as Table-3.

**TABLE 3**

**Rank order given by the teachers to the problems under infrastructural facilities.**

|  |
| --- |
| INFRASTRUCTURAL FACILITIES |
| SL. NO | ITEMS/PROBLEMS | RANK ORDER  |
| 1 | Lack of furniture | 4.952 |
| 2 | Lack of toilet for boys | 7.128 |
| 3 | Lack of toilet for girls | 7.264 |
| 4 | Insufficient library | 4.58 |
| 5 | Lack of play ground  | 6.56 |
| 6 | Lack of compound wall | 3.324 |
| 7 | Lack of building with classroom | 4.264 |
| 8 | Deficiency of hygienic kitchen for mid-day meal | 3.468 |
| 9 | Unequipped laboratory | 4.696 |
| 10 | Unavailability of pure water | 3.628 |
| 11 | Lack of sports equipments | 7.144 |
| 12 | Lack of facilities for disabled children | 4.096 |

From Table3, it is shown that, the problem ‘Sports equipments’ the most occurring problem, has highest rank order (7.144) given by the teachers. On the other hand, the problems of ‘Toilet for Boys’ and ‘Toilet for Girls’ have got second rank orders(7.128 and 7.264) respectively as second most problems. Meanwhile the problem ‘Hygienic kitchen for mid day meal’ is the least occurring problem (3.468) from the table.

1. **TEACHERS**

The problems in the area ‘Teachers’ are Lack of appropriate number of teachers, Teacher-pupil ratio, Lack of permanent teachers, Engagement of teachers in private tuition, Behavior of teachers and partiality of teachers.

Teachers ranked such problems according to the frequency of occurrence in their schools and the results obtained are presented as Table-4

**TABLE 4**

**Percentage of teachers who Polled/Unpolled different problems coming under the area ‘Teachers’ according to the frequency of occurrence in their schools.**

|  |
| --- |
| TEACHERS |
| SL. NO | ITEMS/PROBLEMS | NUMBER OF TEACHERS POLLED(N=250) | NUMBER OF TEACHERS UNPOLLED(N=250) |
| 1 | Lack of appropriate number of teachers  | 108 (43%) | 142 (57%) |
| 2 | Teacher-pupil ratio | 115 (46%) | 135 (54%) |
| 3 | Lack of permanent teachers | 92 (37%) | 158 (63%) |
| 4 | Engagement of teachers in private tuition | 69 (28%) | 181 (72%) |
| 5 | Behavior of teachers  | 67 (27%) | 183 (73%) |
| 6 | Partiality of teachers | 68 (27%) | 182 (73%) |

Table 4 shows that 115 (46%) of teachers of total number (N=250) polled ‘Teacher-pupil ratio’ as the most occurring problem in the area ‘Teachers’. On the other hand ‘Lack of appropriate number of teachers’ was polled in the second position by 108 (43%). The next frequently occurring problems in the order of Lack of permanent teachers (37%), Engagement of teachers in private tuition (28%), Partiality of teachers (27%) and behavior of teachers (27%).

1. **FUND**

Rating of the five problems coming under the problem area ‘Fund’ are Unavailability of grants in time, Use of teachers grant effectively, Insufficiency of grant, Misuse of grant and Disposal of allotted Fund.

Teachers ranked these problems according to the frequency of occurrence in their schools and the results obtained are presented as Table-5

**TABLE 5**

**Percentage of teachers who Polled/Unpolled different problems coming under the area ‘Fund’ according to the frequency of occurrence in their schools.**

|  |
| --- |
| FUND |
| SL. NO | ITEMS/PROBLEMS | NUMBER OF TEACHERS POLLED(N=250) | NUMBER OF TEACHERS UNPOLLED(N=250) |
| 1 | Availability of grants in time  | 157 (63%) | 93 (37%) |
| 2 | Use of teachers grant effectively  | 99 (40%) | 151 (60%) |
| 3 | Insufficiency of grant | 190 (76%) | 60 (24%) |
| 4 | Misuse of fund | 92 (37 %) | 158 (63%) |
| 5 | Disposal of allotted Fund  | 86 (34%) | 164 (66%) |

Table 5 shows that 190 (76%) teachers polled ‘Insufficiency of grant’ as the most occurring problem in the area ‘Fund’. Whereas ‘Availability of grants in time’ was polled by 157 (63%) teachers as second one. Whereas the other problems found in the order of, Use of Teachers grant effectively (40%), Misuse of fund (37%) and Disposal of allotted fund (34%) teachers only.

1. **QUALITY EDUCATION**

The problems coming under the area ‘Quality Education’ are Lack of punctuality among students, Lack of subject teachers, Incompletion of lessons in time, Ineffectiveness of class P.T.A, Lack of P.T.A in time, Unavailability of text books in time, Lack of cluster programme, Ineffectiveness of cluster programme, Lack of working days, Substandard text books, Lack of using Handbook, Lack of conducting School Resource Group (S.R.G) in time and Lack of subject council in time.

Teachers ranked such problems according to the frequency of occurrence in their schools and results obtained are presented as Table-6

**TABLE 6**

**Percentage of teachers who Polled/Unpolled different problems coming under the area ‘Quality Education’ according to the frequency of occurrence in their schools.**

|  |
| --- |
| QUALITY EDUCATION  |
| SL. NO | ITEMS/PROBLEMS | NUMBER OF TEACHERS POLLED(N=250) | NUMBER OF TEACHERS UNPOLLED(N=250) |
| 1 | Lack of punctuality among students | 150 (60%) | 100 (40%) |
| 2 | Lack of subject teachers | 81 (32%) | 169 (68%) |
| 3 | Incompletion of lessons in time | 121 (48%) | 129 (52%) |
| 4 | Lack of P.T.A in time | 133 (53%) | 170 (47%) |
| 5 | Ineffectiveness of class P.T.A | 130 (52%) | 120 (48%) |
| 6 | Unavailability of text books in time | 95 (38%) | 155 (62%)  |
| 7 | Lack of cluster programme | 104 (42%) | 146(58%) |
| 8 | Ineffectiveness of cluster programmes | 138 (55%) | 112 (45%) |
| 9 | Lack of working days | 99 (40%) | 151 (60%) |
| 10 | Substandard text books and work sheets | 115 (46%) | 135 (54%) |
| 11 | Lack of using Handbook | 84 (34%) | 166 (66%) |
| 12 | Lack of conducting School Resource Group (S.R.G) in time | 106 (42%) | 144 (58%) |
| 13 | Lack of subject council in time | 106 (42%) | 144(58%) |

 Table 6 shows that 150 (60%) teachers of total number (N=250) polled, ‘Lack of punctuality among students’ as the most crucial problem in the area of ‘Quality Education’. But 138 (55%) teachers were polled ‘Ineffectiveness of cluster programmes as second most problem. While the other problems gained the position in the order of Lack of class P.T.A in time (53%), Ineffectiveness of class P.T.A (52%), Incompletion of lessons in time (48%), Substandard of text books and work sheets (46%), Lack of subject council in time (42%), Lack of School Resource Group (S.R.G) in time (42%), Lack of cluster programmes (42%), Lack of working days (40%), Unavailability of text books in time (38%), Use of Handbook (34%) and Lack of subject teachers (32%) respectively.

1. **SCHOOL MANAGEMENT COMMITTEE (S.M.C)**

Eight problems coming under the area ‘School Management Committee (S.M.C) are, Absence of S.M.C, Formation of S.M.C, Irresponsibility of S.M.C, Unwillingness of S.M.C in use of grant, Unwillingness of S.M.C in School Development Plan, Meeting of S.M.C in time, Unwillingness of S.M.C to discuss the problems in school and Process of S.M.C.

Teachers ranked such problems according to the frequency of occurrence in their schools and results obtained are presented as Table-7

**TABLE 7**

**Percentage of teachers who Polled/Unpolled different problems coming under the area ‘School Management Committee’ according to the frequency of occurrence in their schools.**

|  |
| --- |
| SCHOOL MANAGEMENT COMMITTEE (SMC)  |
| SL. NO | ITEMS/PROBLEMS | NUMBER OF TEACHERS POLLED(N=250) | NUMBER OF TEACHERS UNPOLLED(N=250) |
| 1 | Absence of S.M.C | 91(36%) | 159 (64%) |
| 2 | Formation of S.M.C | 78 (31%) | 172 (69%) |
| 3 | Irresponsibility of S.M.C | 89 (36%) | 161 (64%) |
| 4 | Unwillingness of S.M.C in use of grant | 78 (31%) | 172 (69%) |
| 5 | Unwillingness of S.M.C in School Development plan | 83 (33%) | 167 (67%) |
| 6 | Meeting of S.M.C in time | 98 (39%) | 152 (61) |
| 7 | Unwillingness of S.M.C to discuss problems in School | 93 (37%) | 157 (63%) |
| 8 | Process of S.M.C | 82 (33%) | 168 (67%) |

 Table7 shows that, only 98(39%) teachers out of 250 polled the problem related with ‘Meeting of S.M.C in time’ as most occurring problem in the area of School Management Committee(S.M.C).Whereas 93(37%) teachers polled ‘Unwillingness of S.M.C to discuss problems in School’ as second one. The other problems found as in the order of Absence of S.M.C (36%), Irresponsibility of S.M.C (36%), Unwillingness of S.M.C in School Development plan (33%), Process of S.M.C (33%), Unwillingness of S.M.C in use of grant (31%), and Formation of S.M.C (31%) teachers.

1. **FREE AND COMPULSORY EDUCATION**

The problems coming under the area ‘Free and Compulsory Education’ are Fees, Admission of Children (6-14), Admission of Disabled Children, Ensuring the Concept of ‘Neighborhood School’ and Admission through Screening Test

Teachers ranked such problems according to the frequency of occurrence in their schools and the results obtained are presented as Table-8

|  |
| --- |
| FREE AND COMULSORY EDUCATION |
| SL. NO | ITEMS/PROBLEMS | NUMBER OF TEACHERS POLLED(N=250) | NUMBER OF TEACHERS UNPOLLED(N=250) |
| 1 | Fees | 89(36%) | 161 (64%) |
| 2 | Admission of Children(6-14) | 91 (36%) | 159 (64%) |
| 3 | Admission of Disabled Children | 95 (38%) | 155 (62%) |
| 4 | Ensuring the Concept of ‘Neighborhood School’ | 108 (43%) | 142 (57%) |
| 5 | Admission through Screening Test | 76 (30%) | 174 (70%) |

**TABLE 8**

**Percentage of teachers who Polled/Unpolled different problems coming under the area ‘Free and Compulsory Education’ according to the frequency of occurrence in their schools.**

 Table8 shows that108 (43%) teachers of 250 polled the problem related with Ensuring the Concept of ‘Neighborhood’ School’ as the most occurring problem in the area. On the other hand ‘Admission of Disabled Children’ was coming in the second position by 95(38%) teachers. While the other problems gained the position in the order of Admission of Children (36%), Fees (36%), and Admission through Screening Test (30%) teachers.

**Discussion**

Under the head, ‘Infrastructural Facilities’ the most occurring problem, ‘Lack of Sports Equipments’ was polled by majority (80%)of the teachers and the second most problems ‘ Lack of toilet for Boys’ and ‘Lack of toilet for Girls’ polled by the same number(73%) of teachers. Whereas ‘Lack of hygienic kitchen for mid-day meal’ was polled by (44%) teachers. As it is polled by majority of the teachers, problems related to the area ‘Infrastructural Facilities’ are the most crucial problem in implementing R.T.E Act in schools of Kerala.

 Analysis of the next problem area ‘Teachers’ revealed that ‘Teacher-pupil ratio’ as the most crucial problem, ranked by (46%)teachers and the least problem ‘Partiality of teachers’ polled by only small(27%)number of teachers. When compared to the polling of the problems from other areas, the area ‘Teachers’ is polled by small number of teachers. Sometimes, the problems under the area may not be the problem in their School. Otherwise, teachers may not dare to poll as it is affecting them badly.

 While analyzing the problem area, ‘Fund’ disclosed that, ‘Insufficiency of grant’ as most occurring problem by the teachers (76%).Meanwhile the problem ‘Disposal of allotted Fund’ gained least position.

 The area, ‘Quality Education’, in which ‘Lack of punctuality’ as most occurring problem polled by (60%) teachers. Whereas the problem, ‘Lack of subject teachers’ polled by (32%) teachers as least one.

 While analyzing the area, ‘School Management Committee (S.M.C)’, the problem ‘Meeting of S.M.C’ polled by (32%) the teachers as most occurring one. But both of the problems, ‘Formation of S.M.C’ and ‘Effective use of grant by S.M.C’polled by the same number (31%) of teachers as least occurring problem.

 The result of analysis in the case of ‘Free and Compulsory Education’ showed that ‘Ensuring the Concept of ‘Neighborhood School’ is found to be the most frequently occurring problem polled by the teachers (31%). Whereas, the problem, ‘Admission through Screening Test’ was found to be the least occurring one polled by the teachers (31%).

There are some other problems related to implementation of R.T.E Act in their School pointed out by the teachers. They are as follows.

1. Lack of teachers for Craft, PET, and Music

2. Lack of hygienic Classroom

3. Lack of separate teacher for Computer Education

4. Absence of Computer Lab and Library

5. Absence of Moral Education

6. Insufficiency of Computer Lab

7. Unavailability of Handbook in proper time

8. Absence of P.T.A

**SUGGESTIONS PROPOSED BY THE TEACHERS IN IMPLEMENTING R.T.E ACT**

There are some suggestions also proposed by the teachers for the smooth implementation of R.T.E Act as in the order of problem areas. They are following below.

* The Government should ensure all Infrastructural facilities in every schools of Kerala. (25%).
* Lab facilities should be ensured and enriched, to improve the quality of education to the children between 6-14 age groups (11%).
* All classrooms should be modified as I.T based classrooms (5%).
* Maintain Teacher- pupil ratio in every schools to ensure individual attention to all children by the teachers (9%).
* Appoint separate staff for Clerical work in L.P/U.P Schools (15%).
* The entire fund should be allotted to the Aided School like Government Schools (31%).
* Government should increase the amount of teachers grant to the Aided Schools (31%).
* Government should be provided the funds in proper time (15%).
* The entire amount of fund should be increased to ensure the effectiveness of Right to Education Act (11%).
* Handbook should be distributed to the teachers in proper time (8%).
* The present syllabus should be modified by internalizing the values and norms of previous Educational System (3%).
* Adequate teaching-learning materials should be provided to all Schools (3%).
* Salary of the I.T teachers should be ensured by the Government (4%).

**Discussion**

 After analyzing the suggestions given by the teachers in implementing R.T.E Act in Schools of Kerala, the investigator reached at the point that, there are various problems while implementing this Act in our State. In accordance with the problems discussed above, the implementation of listed suggestions like, enhancement of Infrastructural Facilities, Distribution of Fund, Modification of present Syllabus...etc.may help to make Right to Free and Compulsory Education Act more effectively.

**CONCLUSION**

The findings of the study can be concluded that ,the problems related to ‘Infrastructural Facilities’ are the most crucial one including Lack of Sports Equipments and Lack of toilet for Boys and Girls in implementing R.T.E Act in Schools of Kerala. Whereas the area, School Management Committee (S.M.C) is the least problem occurring area.

**SUMMARY AND CONCLUSIONS**

 This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research in the area.

**RESTATEMENT OF THE PROBLEM**

 The present investigation was entitled as “ADVERSITIES IN IMPLEMENTING R.T.E ACT, 2009 IN KERALA”.

**OBJECTIVES**

1. To find out the problems in different areas in implementing R.T.E Act in Kerala.

2. To identify the suggestions proposed by the teachers in solving problems for implementing R.T.E Act in Kerala.

**METHODOLOGY**

**Sample**

For the present study, the investigator selected 250 elementary school teachers by using random sampling technique from Malappuram, Calicut and Thrissur districts of Kerala.

**Tool used**

 The data were collected by using the tool Rating Scale (Ranking)

**Statistical techniques used**

 The collected data were analyzed by using percentage analysis.

**MAJOR FINDINGS OF THE STUDY**

 The major findings after analysis of the collected data are presented as follows.

 ‘Infrastructural facilities’ as the most frequently acquiring problem area in implementing R.T.E Act, 2009 and second most problem area was ‘Quality Education’. Whereas ‘School Management Committee’ (SMC) as the least occurring problem area.

**INFRASTRUCTURAL FACILITIES**

 ‘Lack of sports equipments’ was found to be the most frequently occurring and toilet for boys and girls were found to be the second most occurring problems in the area ‘infrastructural facilities’. But ‘lack of hygienic kitchen’ was polled by the teachers as least problem.

**TEACHERS**

 The problem related to ‘teacher-pupil ratio’ was found ot be the most frequently occurring and ‘lack of teachers’ as the second most problem. ‘Behavior of teachers was polled by only few teachers and they considered it was least occurring problem.

**FUND**

 Under the problem area ‘fund’, ‘insufficiency of grant’ was polled by the teachers as the most occurring problem and ‘allotted time of grant’ as the second most occurring problem. Meanwhile the least found problem was ‘Disposal of allotted fund’.

**QUALITY EDUCATION**

 ‘Punctuality of students’ was polled as the most occurring problem and ‘Ineffectiveness of cluster programmes’ as the second most problem. Whereas ‘lack of subject to teachers’ was found as the least occurring problem in the area of quality education.

**SCHOOL MANAGEMENT COMMITTEE (S.M.C)**

 ‘Meeting of SMC’ in time as found to be the most occurring problem and ‘Absence of SMC’ was second most problem. Whereas both ‘formation of SMC’ and ‘effective use of grant by SMC’ were polled by the teachers are least occurring problems.

**FREE AND COMPULSORY EDUCATION**

 Problems in ‘ensuring the concept of neighborhood school’ was rated as the most occurring problem and ‘Admission of disabled children’ as second most one. But ‘admission through screening test’ founded as least occurring problem in the area of free and compulsory education.

**EDUCATIONAL IMPLICATIONS**

 The study was intended to rate the most frequently occurring problem area and the major problems coming under each area in implementing Right to Education Ac-2009 in schools of Kerala. The investigator took this study with the hope that the problem areas and problems coming under each area can be rated and that thereby the identification of these problems and the suggestions proposed by the teachers to overcome or improve the effective implementation of R.T.E Act, 2009 will help the supervisors, teachers, educationalists, project officers, stake holders, parents and the society in general to give the status of the implementation on the Act in schools of Kerala.

 The findings of the study provide knowledge of different problems of elementary schools, to the concerned authorities, Government and implementing agencies to proceed in implementation procedure by solving the mentioned problems in the study. For this, some steps are to be taken. They are given below as implications.

1. The government should provide adequate facilities such as infrastructural facilities, technical support and effective training programmes for teachers etc. for implementing this Act in a proper way.
2. Proper Monitoring and Evaluation of the facilities and its utilization should be ensured by the Authorities.
3. From the present study, it is revealed that the Grant is not sufficient for all needs of School. So more Funds should be allotted for the School to ensure Quality Education to every child in between 6-14 age groups.
4. Funds should be allotted to Aided Schools also, as Government Schools. Because the children, who are studying in Aided School also deserve every aspects of Free and Compulsory Education.
5. The Government should be ensured the quality of Text Books and Worksheets providing to Schools.
6. Syllabus should be modified so as to encourage the Quality Education to each and every child in between the age group6-14.
7. The duties and responsibilities of teachers, parents and authorities have clearly mentioned in the R.T.E Act. Therefore the teachers and all should have the knowledge about the provisions of the Act.
8. Government should give proper directions regarding the Act and its Provisions.
9. Teachers should take initiative for encouraging the students in utilization of Free and Compulsory Education.
10. Conduct Awareness Programmes on implementation of R.T.E Act.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The possibilities of further research, on the basis of findings are given below.

* The present study is conducted by taking teachers as sample. It would also be better to include parents and other stake holders.
* A state wide study of implementing R.T.E Act with large sample can be conducted.
* A study can be conducted in-depth in each problem area.
* A study can be conducted separately in Government and Aided Schools.
* Study on implementation of R.T.E Act may extend to state and National level also.
* A similar study can be conducted by taking all Elementary Schools in Malappuram District.

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 **APPENDIX-I**

**NAME OF THE SCHOOL VISITED**

|  |  |
| --- | --- |
| **Sl. No.** | **Name of the School** |
| 1 | Government U.P School Kottakkal, Malappuram |
| 2 | A.L.P. School Kuttippuram, Malappuram |
| 3 | G.V.H.S.S Meenchanda, Calicut |
| 4 | G.M.L.P.S Cherur, Malappuram |
| 5 | G.M.U.P.S Cherur, Malappuram |
| 6 | G.L.P.S Edakkaparambu, Malappuram |
| 7 | A.U.P.S Edakkaparambu, Malappuram |
| 8 | G.L.P.S Klari, Malappuram |
| 9 | G.V.H.S.S Vengara, Malappuram |
| 10 | K.M.H.S.S Kuttoor North, Malappuram |
| 11 | C.M.L.P.S Thrissur |
| 12 | A.L.P.S Thokkampara, Malappuram |
| 13 | A.L.P.S Cheruvannoor West, Calicut |
| 14 | G.U.P.S East Nadakkavu, Calicut |
| 15 | G.V.H.S Kinasseri,Calicut |
| 16 | A.L.P.S Kakkadampuram, Malappuram |
| 17 | A.L.P.S Velimukku, Malappuram |
| 18 | M.H.M.A.U.P.S Kilinakkodu, Malappuram |
| 19 | G.L.P.S Kinasseri, Calicut |
| 20 | G.V.H.S Cheruvannoor, Calicut |
| 21 | G.G.U.P.S Pokkunnu, Calicut |
| 22 | U.P.S Chemancheri, Thissure |
| 23 | C.M.H.S.S Thrissur |
| 24 | G.U.P.S Thali, Calicut |
| 25 | G.U.P School Kallai, Calicut |
| 26 | Providence U.P School Calicut |
| 27 | A.U.P.S Chelannoor, Calicut |

**APPENDIX-III**

**FAROOK TRAINING COLLEGE, 2013**

**(Rating Scale – Ranking)**

Dr.p. Rekha Husna Kottekat

Assistant Professor MEd Student

Farook Training College Farook Training College

**Personal Data Sheet**

Name :

Designation :

School :

Locality : Panchayath Corporation Municipality

Type of Management : Govt. Aided

**Directions:**

We know the R.T.E Act came into effect on April 1 in Kerala. The following pages contain 6 major Problem Areas and the problems coming under each Area to implement R.T.E Act. Please rank the problem areas and each problems coming under the areas, from most to least occurring problem in the order of 1,2,3,4...etc according to the frequency of their occurrence in your School.

 And also, can mention the other problems you feel in your school in the part of **‘Other’** and the suggestions regarding this, mention in the part of **‘Suggestions’** . You are requested to ensure the ranking for every statement.

**1. INFRASTRUCTURAL FACILITIES**

1. Lack of furniture according to the age and strength of the children.

2. Lack of toilet for Boys as per the ratio 1:30.

3. Lack of toilet for Girls as per the ratio 1:20.

4. Insufficiency of books in Library.

5. Lack of play-ground.

6. Lack of Compound wall.

7. Lack building with classroom according to R.T.E Act.

8. Deficiency of hygienic Kitchen for Mid-day meal.

9. Unequipped Laboratory.

10. Unavailability of pure water.

11. Lack of Sports equipments for children.

12. Lack of facilities for Disabled children.

**Any other :**

**Suggestions :**

2. TEACHERS

1. Lack of appropriate number of Teachers.

2. Difficulty to maintain the Teacher-Pupil ratio according to R.T.E Act.

3. Lack of permanent Teachers.

4. The teachers who are engaging in private tuition or private teaching activity.

5. Behavior of teachers, which hurt the Children physically and mentally.

6. Partiality towards children.

**Any other** :

**Suggestions**  :

 3. FUND

1. Unavailability of different grants (School grant, Maintenance grant, Teachers grant).

2. Use of Teachers grant ineffectively.

3. Insufficiency of grant.

4. Misuse of grant.

5. Disposal of allotted fund.

**Any other** :

**Suggestions** :

4. QUALITY EDUCATION

1. Lack of punctuality among Students.

2. Lack of subject teachers.

3. Incompletion of lessons in time.

4. Lack of P.T.A in time.

5. Ineffectiveness of class P.T.A.

6. Unavailability of Text books in time.

7. Lack of cluster programme.

8. Ineffectiveness of cluster programme.

9. Lack of working days as per government norms.

10. Substandard Textbook and Worksheets.

11. Lack of using handbook.

12. Lack of conducting S.R.G (School Resource Group).

13. Lack of Subject Council in time.

Any other :

Suggestions :

5. S.M.C (School Management Committee)

1. Absence of S.M.C in School.

2. Formation of S.M.C not according to R.T.E Act.

3. Irresponsibility of S.M.C in School activities.

4. Unwillingness of S.M.C in use of grant.

 5. Unwillingness of S.M.C in School Development Plan.

6. Lack of meeting of S.M.C in time.

**Any other** :

**Suggestions**  :

 6. FREE & COMPULSORY EDUCATION

1. Receiving fee from children in any ways.

2. Lack of admitting all children between 6-14 age group.

3. Lack of admitting Disabled Children, around the School.

4. Lack of ensuring availability of ‘Neighborhood School’ for all.

5. Admission of Children through Screening test.

**Any other** :

**Suggestions** :