

**IMPACT OF RIGHT TO EDUCATION ACT ON UNIVERSALIZATION
OF ELEMENTARY EDUCATION IN JALANDHAR DISTRICT OF
PUNJAB**

A DISSERTATION SUBMITTED TO

School of Education

In partial fulfillment of the requirements for the award of the degree of

Master of Education

Submitted

By

GEETA RANI

REGD.NO.11509712

**Lovely Professional University
Phagwara, Punjab (India)**

2017

Declaration

I do hereby declare that the dissertation entitled “**Impact of Right to Education Act on Universalization of Elementary Education in Jalandhar District of Punjab**” submitted in partial fulfilment of the requirement for the degree of Master of Education is entirely my original work and all ideas and references have been duly acknowledge. It does not contain any work that has been submitted for the award of any degree or diploma of any university.

Signature

Geeta Rani

Regd. No. 11509712

Certificate

This is to certify that Geeta Rani has completed his/her dissertation entitled **“Impact of Right to Education Act on Universalization of Elementary Education in Jalandhar District of Punjab”** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any degree and diploma to any university. The dissertation is fit for submission the partial fulfilment of the requirements for the award of Master of Education degree.

Signature

Mr. Kamal Jeet

Assistant Professor

Faculty of Education

Lovely Professional University, Phagwara.

Acknowledgement

Whatever accomplishment or achievement we have in our life, it is never due to individual effort. When there is a success or achievement in our life we should not forget to acknowledge to those who directly or indirectly owe the same. I extend my sincere thanks to all those who had wholeheartedly contributed at varying degrees from the very initial stage till completion of my dissertation.

As there is a saying, “There exists who has attained enlightenment without a perfect teacher or proper and knowledgeable guide”. As such, I wouldn’t have been able to accomplish or come up with this wonderful research work without the able guidance, enriching inputs, intriguing inspiration and constant encouragement of my guide professor, Mr. Kamal Jeet. With all his unwavering and unstinting help and support, it became my first ever master piece or an achievement in my academic and professional life. I owe immense gratitude to my highly learned guide before everyone else.

I am also thankful to the HOF, Dr. Sanjay Modi, HOS, DR. P.P. Singh and HOD, Associate Professor Dr. Vijay Kumar Chechi, Department of Education, Lovely Professional University for moral support and appraisal rendered by them time to time. I am thankful to all the faculty members of Lovely Professional University for their affection guidance and motivation at every step during my research work.

Let me also not forget to thank to my entire valuable respondent for sparing their precious time and energy in responding to my long list of research questionnaire. Without their sincere responses, my research wouldn’t have any data bases to work upon it.

Finally I extend my heartfelt thanks to my parents, who had always been with me and morally encouraging in my dissertation.

Investigator

Date.....

Geeta Rani

ABSTRACT

The present study was conducted to evaluate the effectiveness of Right to Education Act in the universalization of elementary education terms of Physical Infrastructure, Accessibility, enrolment, retention, quality education, problems faced in the implementation of RTE and remedial measures to overcome these problems. In the present study, descriptive survey method has been used by the investigator in order to depict the present situation to obtain pertinent and relevant information about RTE. In this study, a sample consisted of 100 school was taken from Jalandhar district of Punjab. Due to unavailability of standardized tool for data collection, a self-constructed questionnaire was used by the investigator in order to collect the data from the government and government aided schools under study. The data was collected and analyzed by calculating the percentage of the responses of heads of the sample schools. The finding from the study indicates that RTE is helpful for increasing access enrolment and retention of students in the elementary classes. Physical facilities like classrooms, toilets for boys and girls, drinking water, playground and playing material, library and computer lab are now available in the schools which help to improve the quality of elementary education also. Further elementary education became accessible so students having any types of disability due to introduction of inclusive education. Classrooms are being designed keeping in view the needs of the disabled children's. Till many of the schools demands for birth certificate, take pre-admission test or not follow reservation policy for special category during admission time especially in private school. Results also reveal that teachers appointed after the implementation of act are TET qualifies and full all eligibility criteria but pupil's teacher's ration is not as per norms due to lack of teacher in the schools. Libraries are there in the schools but quality and quantity of books is not up to mark. In majority of schools magazines and daily newspapers are not available. Reason behind that are the inadequate funds. Teachers are not well versed with the Right to Education act. So it is recommended that teachers even heads of school need to be oriented with act so the RTE implemented in the schools effectively. Private school management must be encouraged to implement the same in their schools. Awareness campaign should be organized specially in rural areas for parents. Only then RTE will become helpful to achieve the national of universalization of elementary education (UEE) in real sense.

Keywords: Right to Education, Universalization of Elementary Education, Teacher Eligibility Test

TABLE OF CONTENTS

Declaration	i
Certificate	ii
Acknowledgement	iii
Abstract	iv
Table of contents	v-vi
List of Table's	vii
List of Appendices	viii
List of Abbreviations	ix

CHAPTER NO	TOPIC	PAGE NO
CHAPTER-1	INTRODUCTION OF THE PROBLEM	1-20
1.1	Universalization of Elementary Education	2-5
1.2	Constitutional Provision for Universalization of Elementary Education	5-8
1.3	Right to Education Act,2009	9-11
1.4	Review of Related Literature	11-17
1.5	Significance of the Study	17-18
1.6	Statement of the Problem	18
1.7	Objectives of the Study	18-19
1.8	Research Question	19
1.9	Operational Term Used	19-20
1.10	Delimitations of the Study	20

CHAPTER II	METHODOLOGY	21-29
2.1	Research Method	22
2.2	Sample Technique and Design	22-27
2.3	Tool of Data Collection	27
2.4	Validation of the Questionnaire	27-28
2.5	Procedure for data collection	28
2.6	Statistical Technique used	29
CHAPTER III	ANALYSIS AND INTERPRETATION	30-38
3.1	Physical Infrastructure	30-32
3.2	Accessibility	32-33
3.3	Enrolment	34
3.4	Retention	34-35
3.5	Quality Education	35-36
3.6	Problems and Suggestion of the Head of Schools	37
3.6.1	Problem Faced in implementing RTE	37
3.6.2	Suggestions for implementing RTE Effectively	37-38
CHAPTER IV	CONCLUSIONS, RECOMMENDATIONS AND	
	SUGGESTIONS	39-44
4.1	Conclusions	39-41
4.2	Limitations	42
4.3	Recommendations	43-44
4.4	Suggestions	44
REFERENCES		45-46
APPENDICE		

LIST OF TABLES

Serial No.	Descriptions	Page No.
2.1	List of Sample Schools	23-27
2.2	Number of Questions in the Final Draft of the Questionnaire	28
3.1	Responses of Heads with Regard to Physical Infrastructure in the School	31
3.2	Responses of Heads with Regard to Access of Schools	32-33
3.3	Responses of Heads with Regard to Enrolment of Students in the School	34
3.4	Responses of Heads with Regard to Retention of the Students in Schools	35
3.5	Responses of Heads with Regard to Quality Education in Schools	36

LIST OF APPENDICES

Questionnaire for Heads of Elementary and Secondary Schools for Evaluating Effectiveness of RTE

LIST OF ABRIBIATION

RTE	Right to Education Act
SMC	School Management Committee
DPSP	Directive Principles of State Policy
HDI	Human Development Index
UEE	Universalisation of Elementary Education
NPE	National Policy of Education
DPEP	District Primary Education Programme
SSA	Sarva Shiksha Abhiyan
MDM	Mid Day Meal
NPFGEL	National Programme for education of Girls at Elementary Level
MHRD	Ministry of Human Resource Development
HRW	Human Right Watch
SC	Schedule Caste
BC	Backward Classes
OBC	Other Backward Classes
TET	Teacher Eligibility Test
CCE	Continuous and Comprehensive Evaluation
CABE	Central Advisory Board of Education
EBB	Educationally Backward Blocks

CHAPTER 1

INTRODUCTION OF THE PROBLEM

Education could be seen as wings for the progress of the human being. It helps the individual to realize intellectual, physical, and spiritual or emotional development. In some ways, it helps the individual to live a joyful life. For people without education, living securely turns challenging, specifically in the present world where specific skills are often needed to work. Its basic aim is the conveying of culture from generation to generation. Education primarily means to draw out'. It helps in delivering realization of self-potential and deep-rooted of an individual. Education in its true sense helps an individual to be free and mature, to develop significantly in love and heavens. For this it is vital to focus on quality education. Quality education in the present scenario states to the education that provides skills, proficiency and desired knowledge to response effectively to the upward challenges of the society. Therefore it became essential to move towards right kind of education. To educate a child means to help him understand the meaning of freedom and assimilation of mind and heart in each and every action of the child. This would further lead to intelligence and inward transformation. Education if conceived and imparted correctly produces various talents and virtues. Education aims at harmonious development of the 3H's i.e. head hand heart. This would further produce integrated personalities to bring about the national development.

It is an effective tool to understand the real elective and make this society a better place to live in. it is a huge field where one can keep on learning throughout his or her life without failing to secure moral success. Education has become more than just a mean to have better career option available in the near future. The essential objective is to develop humanistic feeling toward one and all. Man learns something every day and every moment. His entire life is education. It is concerned with ever growing man in an ever growing society. Education is the one of the fundamental behavior of people in all being. The sustained survival of society depends upon the transmission of traditions to the youthful. It is necessary that every new generation must be given teaching in the ways of the group so that the same custom will continue. Every society has its own ways and means of fulfilling this need. It stands for thoughtful coaching or training. Man does not behave in society thoughtlessly or rashly. Child behaves in a way according to which he is educated. Education viewed as an agent of cultural diffusion. Education can be

looked upon as practice. Education implies, as an effort to obtain understanding, is also continuous. Khalid. (1989).

The strength of nation lies in democracy, education and educated citizenry. Education is necessary for the democracy on which it is build. Democracy is not merely a form of government; it is a way of life. It is only education which plays a major role to develop knowledge, skills, abilities, talents, capacities; aptitude of people has become the real resources of national development. But in our education system our nation has been facing many problems like lack of resources, low pupil teacher ratio, unsuitable curriculum, unsuitable teaching learning conditions, problem of girl's education, problem of finance etc. Education brings the democratic values among students. Education provides the life Skills to students. The concept of education has great impact on the all aspects of life. It give shape to the perception, aspirations, goals and the means to achieve the Goal of an individual's life.

1.1 UNIVERSALIZATION OF ELEMENTARY EDUCATION

Elementary education is the base upon whole educational system exists. It is always said that if the base of the building is strong then building will be much strong and will bear the load to maximum. In the same way if elementary education will be qualitative and effective, secondary and higher education will at its highest. That's why elementary education plays vital role for holistic development of Individual. It develops logical capabilities, develops confidence and fortifies in individual with rationale to attain goal-setting abilities. It is essential to improve the any socio-economic situation of the nation. For the growth of any nation, it is trustworthy that it has place a well-built elementary school aggravated education system. For the development of education system various provisions has been made in Indian constitution after its commencement in 1950. Providing basis education is one of the objectives of Mahatma Gandhi during freedom struggle of India. The Directive Principles of State Policy directs the state government to provide free education for all the sections of society up to the age of 14 years fto ensure equality and development of society as whole (Constitution Article 45). Any citizen of India who is residing in any part of country has equal right to conserve his/her language, script or culture. Similarly none of the educational institution refuses any children to seek admission on the base of religion, race, caste, language or any of them (Article 29-1 & 2). Further all minorities of any language or religion has given the right to open and administer any type of

educational institution and state government forced to provide financial aid to those institution in the same manner as institution run by the government by itself without any discrimination (Article 30-1 & 2). Though the constitutional provisions and institutional arrangements are in place, the goal of making education accessible to all appears to be eluding us. The low literacy of the country vis-à-vis other nations in terms of Human Development Index (HDI), a methodology evolved by UNDP, bears testimony to this.

The whole education system of India is constructed and organized at three levels- Elementary Education, Secondary education and higher education. Elementary education is that education in which a child receives education between the ages of about 6 to 14. Elementary schools provide education from 1st to 8th class. Elementary education is a 1st stage of compulsory education. It is the base of education. It starts from nursery or first class. The most important objective of elementary education are achieving basic literacy and numeracy amongst all their students, as well as set brass tacks in science, geography, history, and other social sciences.

The universalization of elementary education in India has been a long-cherished but unrealized goal which India has been striving towards ever since her independence in 1947. As the British government expended its rule in India, education for Indians gradually became their concern. However, their main purpose were, as stated in Macaulay's infamous minute on education in 1835, creating a class of people who would be interpreters between the British rulers and the Indian masses, and preparing government employees to bolster and further the imperialist aims of the raj. Sir Charles Wood's education Despatch of 1854 suggested that the government should abandon the strategy of providing only higher education and promote mass education. However, teacher training for elementary education progressed at a very slow pace. Indigenous Indian elementary education, whose features were popularity in the community and flexibility in its setup, was on the decline under the sluggish expansion of modern elementary school system. Although many reports under the British rule stressed the importance of element teacher training and recommended establishing more normal schools, elementary schools were woefully insufficient.

In the final analysis, the British government never accepted responsibility for educating the masses in India, and the problem of wastage and stagnation in school education remained unsolved. Further examination on the educational policy after independence for universalization for elementary education requires careful consideration regarding the historical background of

school education in India. There is a strong consensus today about the importance of elementary education in Indian public policy. It is hard to imagine how productivity and income growth can come about for the 45% illiteracy. From this perspective, one common theme that has emerged is that while the liberalization of the 1990s has involved taking the state out of myriad aspects of the Indian economy there remain a major role for the state in elementary education. Indeed, the withdrawal of the state from other areas should help free up resources for education and health.

Why is elementary education special? Why should the state spend on elementary education? A common reason that is supplied is that poor people are too backward to invest in education by themselves; hence the only way to ensure that their children grow up educated is through large government interventions. This argument is highly suspect. The second and more defensible rationale for public expenditure for elementary education is based upon the “externalities” of education. Each educated person generates myriad benefits for all those around him, and he, individually cannot capture the full benefits of his education that accrue to society. Hence, individuals have an incentive to underinvest in education, generate these positive benefits, and take away part of these benefits as taxes. These arguments justify public expenditure on elementary education and these expenditures have grown enormously in the 1990s. Yet, educational outcomes have not improved sharply. Illiteracy is still substantially with us. Children fail to enroll in enormous numbers and the drop-out rate is very high amongst those that do. We must shift focus from the inputs, such as public expenses on education or the number of schools, to outputs, which are educational outcomes.

If elementary education is important, then we should focus upon outcomes, measured in terms of literacy rates and school enrollment rates at age 7 and 15. If the educational system is badly functioning then adding money as an input is an inefficient way to improve outcomes. In this proposal, parents are empowered. If a school produces a poor education, parents would move their children to a competing school. This will be the most important ground-level check upon the quality of education services and hence educational outcomes. Parth J. Shah describes a remarkable idea that has been used in Kerala. The government reimburses the transportation costs faced by children in commuting to school. This measure increases the choices available to parents, and avoids the problem of a local monopoly. This proposal is criticized on the grounds that poor people are so ignorant that they will give their vouchers to seamstresses who will make off with the Rs 3,000 and not supply any education. This assumes that poor people are

uninterested in the education of their children. Parth J. Shah offers powerful evidence which shows that the poorest quintile of India-households which earn under Rs 3,000 per capita per year-spends between 10 per cent and 36 per cent of their family income on the education of their children. This is in a regime where primary education is supposed to be free. These poorest of the poor choose to supplement the low quality educational services, that the government supplies them, with additional services which they buy. This is sharp evidence about the extent to which the poor of India care about the education of their children.

In this sense, the evidence about low enrollment rates and high dropout rates is quite likely to be related to the poor quality of the education which public sector schools provide. If parents were given better schools that their children could attend, it is very likely that enrollment, would think innovatively in trying to produce better educational services. One simple example which Parth Shah offers is that of the timing which schools use. The timings are presently chosen in a way which is convenient for government employees. In rural areas, a schedule such as 2pm to 8pm would be highly convenient, since it allows children to work on farms in the morning and then attend school. When educational services are produced by the public sector, as they are at present, there will be no effort at trying to think about the customer and improving the quality of services from his perspective.

1.2 CONSTITUTIONAL PROVISION FOR UNIVERSALIZATION OF ELEMENTARY EDUCATION

Prior to independence, the system of education had limited access and denied mass education. Greater emphasis was laid on conformism to the prevailing socio-political and economic system. Macaulay's objective of education system was to create a new breed of Indians similar to Europeans. However, this approach was dismissed by the national movement leaders, which expressed global sentiments of education for all. In India, Universalization of Elementary Education (UEE) has been recognized as a crucial input for nation building since independence. The founding fathers of our constitution had given a prominent place to educational endeavors when they made a provision for free and compulsory education for children up to 14 years of age within a period of 10 years in the directive principles of state policy. However, this goal has proved elusive so far. Our inability to achieve this goal 66 years after the target date has been a cause for serious concern within the country and in

international fora. Our failure to achieve UEE has resulted explosion prevalence of unacceptable labels of poverty, unemployment and disease, one of the largest adult illiterate population in the world; and lack of adequate skilled man power to achieve our economic goals. Constitutional provisions in “Article 45” and ‘Article 21 A’ and the subsequent legislative provisions made in India for expansion and improvement of elementary education in order to make education accessible to all, various approaches and schemes have been implemented by the Government. Let us discuss the measures adopted by the government of India to provide free and compulsory education for all children up to the age of 14 years.

National Policy on Education, 1968

For the improvement of Indian educational system from elementary to higher level , in 1964 government of India appointed Indian Education Commission which submits its report in 1966 recommed that National Policy of Education (NPE) should be prepare which will provides guidance to the state governments and local authorities in preparing and implementing educational plans. Accordingly, the government of India issued National Policy on Education in 1968 which observes that “Strenuous efforts should be made for the early fulfillment of the directive principle under article 45 of the constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course”

National Policy on Education, 1986

In 1986, government of India formulated and implements a new national policy of education keeping in view variety of new challenges and social needs. The new policy lay emphasis on to increase the enrolment as well as retention of children’s till they complete their elementary education, increase the quality of education by making improvements in current syllabus, teachers appointments and examination system, introducing non-formal education for those children’s which are not able to get elementary education in formal way, leave education due to some unavoidable reasons, children who lives far away from school, working children who are unable to attend the school during daytime and “Operation Blackboard” scheme to make improvement in the physical facilities available in the school and to enhance the quality of education.

District Primary Education Programme (DPEP)

In 1993, a new scheme District Primary Education Programme” (DPEP) was launched by central government with an effort to decentralize educational planning at the district level to fulfill the educational requirements and demands of the district concerned. The programme was aimed at decreasing dropout rate, increasing achievement of students, reduce gender gap and differences lies between social groups, developing professional competency and prepares plan by involving district level administrative authorities, heads of school, teachers, parents and community members. Initially district projects were prepared in 44 districts in eight states: Assam, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu and Kerala. Gradually it was followed in 273 districts spreading over access to all children of primary education.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan is a wide-ranging scheme launched by the central government in 2001 to provide free compulsory elementary education for children of the age group of 6-14 years in the entire country. SSA is implemented by central government with the participation of state government with financial share of 90:10 in eastern state and 75:25 in rest of the states. As a holistic and convergent approach, SSA covers all the states and districts of our country, where the main attempt is to provide an opportunity to all the children in the age group of 6-14 irrespective of caste, creed, sex and religion by 2010, for improving their capabilities through the provision of community-owned quality education. The main objective of SSA programs to provide free and compulsory education to children to the whole country. SSA provides various facilities in order to increase the enrolment, retention and attendance of girls in the elementary schools and also to decrease dropout rate of girls. SSA aims to achieve the universalization of elementary education. No doubt SSA is progressing well towards achieve the set of universalization of elementary education. However, as SSA has limited financial provisions for girls’ education in the form of “innovations” at district level and free textbooks, and thus there is a need for an additional component.

National Programme for Education of Girls at Elementary Level

It is one of the programs started under Sarva Shiksha Abhiyan in 3286 educationally backward blocks of the 25 states of India in first phase, where the percentage of enrolment of girls

is very less in comparison to average enrolment of girls and gender gap at national level. Kaur, Gurpreet (2013) concludes that that NPEGEL scheme contributed in enhancing the enrollment and retention of girls in EBB of Ferozpur district of Punjab and helpful in achieving national goal of UEE. It was found in most of the MCS that Funds are not received on time and are insufficient. It was also found that Inappropriate training for teachers and teachers are not well trained. Instructors are untrained and inexperienced and Supervision not done properly. Facilities of Early Childhood Care Centers and bridge courses are not started in all the MCS even yet. So it is mandatory that funds should be released on time and starting of the session. Teacher should be well trained and experienced and grants should be given in a continuous process. NGO's and community should be encouraged to participate in the programme for its effectiveness.

Mid-Day Meal Scheme

Ministry of Human Resource Development (MHRD) launched a new scheme in 1995 named Mid Day Meal Scheme. Government of India has implemented this Mid-Day Meal scheme in all those schools which are governs and financed by the state governments in the entire country. The main purpose of this scheme to provide nutritious food in the schools and enhancing enrolment, retention and attendance of the children's at elementary level. Qudri (2014) conducted a study on Impact of mid-day meal scheme on students Enrolment, attendance and retention in Jammu and Kashmir and includes that the objective of increase enrolment, attendance and 100% retention of students could not be achieved by the majority of schools due to the improper implementation of scheme. These lines help us to understand the importance of education but the fact is that every child in our country is not able to get this opportunity. The Indian government has taken a landmark initiative to educate children as a compulsion for the basic education by passing the RTE Act, 2009. India has become one of the 135 countries to make education a fundamental right of every child.

1.3 RIGHT TO EDUCATION ACT, 2009

As we know that education plays an important role in individual, social and national life. It is the base of holistic development of any nation. Keeping in view when the Indian

constitution came into force in 1950, provision of equality of opportunities was made in fundamental right under article 15, so that each and every citizen of India has access in all areas including education. To ensure equality of educational opportunities it was stated in article 45 of constitution that state governments will provide free education to all the children up to the age of 14 years as a welfare state in the first 10 years of commencement of Indian constitution. As this provision was made under directive principles of state policy and states were not forcible to do the same. It depends upon the state to implement the same. That is why due to ignorance of this provision of constitution by majority of states the national goals of UEE were not achieved even after 51 years of commencement of Indian constitution. Keeping in view, 86th amendment of Indian constitution was done in 2002. In December, 2002 Free and Compulsory Education for Children Bill was prepared. In 2003 the bill was posted on the web site for public opinion to frame effective act on education. After receiving the public opinion necessary amendment was made in the bill and draft was uploaded in the government website <http://education.nic.in> in 2004. In June, 2005 the bill was sent to NAC and NAC sent to Prime Minister for his observation. In July 2006 RTE bill was revert back by Finance Committee and Planning Commission citing the lack of funds with model bill the ensure the ratio of financial load to be shared by central and state government. In this way after inviting comments from members of the public yielded several different drafts of the bill in the subsequent years until finally, in 2008, the Union Cabinet stamped its seal of approval on it and it was placed before the Rajya Sabha which passed it in July 2009. The bill then proceeded to the Lok Sabha, where it was passed in August 2009. In this way after several hiccups the Right to Children to free and compulsory education Act, 2009, has come in to existence since 1 April, 2009.

Now, as per this act both government and private schools across the country would not fail students for poor performance until they complete elementary education, Nor through any one out of school. Government schools will provide compulsory and free education to all children in the age group of six to fourteen years admitted therein. Non –aided private schools shall admit at last twenty five percent of children from weaker section and disadvantaged groups in class 1 till completion of elementary education, no fee shall be charged from these children. Here, periodic educational evaluation must also be made compulsory by imposing responsibilities on teachers. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, election to local authority, state legislatures and

parliament, and disaster relief. Its objective is to free from deploying to non-educational assignments and enable them to spend more time on school and classroom related activities.

The RTE act is this enabling legislation. The RTE act came into force on April 1, 2010 in the entire country with following provisions-

- Right of children to free and compulsory education till completion of elementary education in a neighborhood school.
- It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that 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 elementary education.
- It makes provisions for those children’s can get admitted in early schooling due to some reasons. Such types of will be admitted to an age appropriate class and special training will be given to students to fill the gap of previous classes within six months.
- It specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the state or district or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- To increase the quality of education it laid emphasis on the appointment of appropriately trained teachers, i.e. teachers with the essential entry and academic qualifications.
- It prohibits physical punishment and mental harassment, screening test for admission of children, capitation fee, private tuition by teachers and running of schools without recognition of affiliating body.
- It provides for development of curriculum in consonance with the values enshrined in the constitution, and which would ensure the all-round development of the child, building on the

child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

- It provides 25% reservation to the children's of SC, ST and OBC category in private schools without charging any admission or tuition fees. The government will pay the fee of admitted students to the private school as per departmental rules and legislation.
- It prohibits asking for birth certificate at the time of admission. It means is a student is fails to produce birth certificate, and then school will not deny admitting the student in the school.

1.4 REVIEW OF RELATED LITERATURE

Any type of research takes advantage of the knowledge which has accumulated in the past as a result of constant human venture. A careful review of the research journals, books, dissertations and other sources of information on the problem to be investigator is one of the important steps in the planning of any research study. Review of the related literature helps the researcher to acquire the broader, depth and recent knowledge in the area in which he /she is willing to conduct research work. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. It helps the researcher to avoid unintentional duplication of well-established findings. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The researcher makes comprehensive review of related literature which is discussed as following-

Sonjuhi Singh (2010) conducted a study on right to education and right to educate: a study of the impact of right to education act on unrecognized schools in Delhi. The data this study was collected from 8 unrecognized schools and 5 recognized schools. The result revealed that taking these measures would not only help the unrecognized schools to attain a better standard in terms of infrastructure, teacher quality and student learning, but it would also make them a part and mainstream education system. This paper does not argue that only private schools are the way for world, what that they should be encouraged to work alongside government to attain the goal of universalization of elementary education

Lal (2010) conducted a study on awareness of Right to Education Act among teachers. A sample of 120 perspective teachers from Rothak Haryana and self-made questionnaire is prepared to measure the awareness of perspective teachers RTE. The finding in this study is that the male prospective teacher towards awareness of RTE is more favorable than female teachers.

Kaur, Sarbjit (2014) conduct a study on Implementation of Right to Education Act elementary level in Hoshiarpur district of Punjab and found that most of the elementary schools that provided sufficient infrastructure but not up to mark and also conclude that the funds are provided for teaching learning material but these were not fulfilling the requirements of teachers.

Grewal, Amandeep ,Kaur, Singh & Nandita Shukla (2011) in their article provide out that there was discrimination in education on the basis of gender (male and female) in the history of India. Those tried to test the provision of newly implemented Right of children to free and compulsory education Act of 2009 on the basis educate Right. The challenged the traditional belief of discriminating of education, in the article they suggested some recommendations against the education discrimination like public awareness and participation with the children etc.

Dr. Jagdeep singh (2011) in his study explained the free and compulsory educational right of children and pointed out the RTE Act is the first legislation in the world which has ensured responsibility of govt for minimum enrolment of children, he conducted that education is a fundamental right for every child 6 to 14 years at minimum norms. The study also emphasized the fifty percent reservation for weaker section in private school.

Hill's and T. Chalaux (2011) he explored the major challenges of “ RTEAct2009 “ in the form of enrolment ratio and orgning dropout rates n primary schools of Indian education system. Private sector has showed the improvement in educational structure. The study presents that the poor learning and outcomes in education are the result of govt in efficiency. There is a big funding and regulation problem.it suggests some improvement in education system like more funding resources, teacher training and improvement in the quality of education.

Dr. Rajam and Malarvizi (2011) conducted a study on a study of educational status of Tribal children in the Nil Gris District. The study was based on the primary data that was collected with the help of well-structured and pre-tested interview schedule, administered to 600 respondents in

the Nil Gris in two blocks. A purposive random sampling method was adopted in data collection. From the findings of the study, that the given opportunities were not utilized fully; sometimes they were opposed by their own caste people, which resulted in conflicts, problems and tensions. The study suggested that, Massive community Programme could be taken with a view to change the aspiration levels of the disadvantaged children and a crèche attached to the school may lighten the domestic burden of school girls. To conclude, as education of women brings out change of the standard of living and their entire family system.

Mehrotra, Santosh (2012) in his study explained the need of financing education system of India to fill the financing gap. The govt of India passed “The RTE Act 2009”, which disserted that children of 6 to 14 years age should provide compulsory education in minimum eight years. The study also explores the court of achieving RTE. It points out that can India fulfill the finance need to improvement the RTE. The study revealed that there are difficulties in searching the resources in implementation of RTE. This is because of high fiscal deficit crises from the world economic crises. This study presented a number of measures to implement the “RTE Act 2009”.

Sarvapali Ram (2012) described the problem of pupil teacher ratio. This is important loophole in the success of RTE. The study revealed that the pupil teacher ratio should be 30:1 or 35:1. The teacher should be qualified and trained. But in government schools it is observed that this ratio is not adequate. A single teacher teaches the large number of pupils and some teachers are not well qualified which is good quality in education.

Seema S. (2013) conducted a study on implementation Right to Education: issues and challenges. Participant observation method was used for the collection of data to investigate the status of the execution, attentiveness and perception of the provision of RTE among teachers, parents and children in some rural schools of Haryana. Result of the study revealed that even two years have already passed since implementation of the RTE act in Haryana but so far there has some progress only in terms of enrolment, basic infrastructure but towards guaranteeing quality education in terms of student learning the state has not achieved. The physical facilities available in the government schools are of very low quality. Even majority of schools were single teacher schools

Uma (2013) conducted a study on Right to Education (RTE): A Critical Appraisal. Different types of techniques were used for data collection such as observation, interviews and online

questionnaire on a sample of 200 people. The finding of this paper to bring out the meaning of much awaited RTE 2009, act and tries to bring out the critical appraisal of the act after three years since its passage. In the concluding of this study remarks it is wished to state that passing an act is not sufficient to achieve the objective of UEE. It is necessary implement and monitors the act properly to achieve maximum.

Krishnarao and Mangesh (2013) conducted a study on a study of awareness of school teacher towards “Right to Education Act 2009”. The main purpose of this research paper is to point out the role of teachers in implementing RTE act. A sample of 50 school teachers was selected from 10 schools of Satara district. 25 male and 25 female teachers were selected from the government and private schools. In this study researcher used tool for data collection was a researcher made questionnaire designed to study the awareness about RTE among teachers. The result showed that there is a significance difference in awareness of male and female primary school teachers towards RTE Act 2009. The awareness among teachers towards RTE Act is affected by their sex.

Malik, Tayal (2013) conducted a study on problems of society for not getting education which is actually financial investment of the society. The objective of the research is to find out awareness level of prospective teachers about RTE by applying sampling method. Questionnaire was used to data collection for this study. For this purpose a sample 120 prospective teachers out of which 60 form rural area & 60 form urban areas Rothak, Haryana The finding of this study reveals that there is no significant difference between the male & female teachers of the concerned area. Therefore it is recommended to give training to all the people of the concerned area about the awareness & implementation of RTE Act since the students are nothing but future financial investment of the nation who relies on teachers.

Uma (2013) conducted a study on Right to Education: A critical Appraisal. The study was based on primary and secondary data. There were various techniques for data collection such as observation, interviews, and online questionnaire were administered. The random sample of 200 used for this study. Online questionnaire was administered on the service class people. Random and convenient sampling was used for this study. The concluding remarks of this study were that it is wished to state that passing an act is not enough. The need of hours is to implement and monitor the act properly.

Mohamed Imranullah (2013): The Right of Children to Free and Compulsory Education (RTE) Act 2009 stipulates that private schools reserve 25 per cent of seats at the entry level for children belonging to 'disadvantaged groups' and 'weaker sections'. This article talks about whether this Act is working out in practice and whether it is benefiting the intended group of people. It also looks at the awareness level among people and their representation. The pros and cons of the RTE act were discussed using the interview technique.

Kumar (2014) conducted a study on awareness of RTE Act 2009 amongst male and female teacher; junior and senior teachers; married & unmarried teachers. Survey method was used for this study .The researcher reached to the conclusion that there is much significant different between male and female teachers about the awareness of RTE Act. Whereas amongst married & unmarried teachers; junior & senior teachers are having significant difference only. The article conclude with the suggestions of giving training to the teachers who are unmarried and making them part of conferences, workshops and seminars about RTE Act for their awareness.

Ramya M (2014): Four years after the Right to Education Act was enacted in India, discrimination remains a major factor affecting access to education for children from marginalized communities, says a report released by Human Rights Watch (HRW). Research for the report was conducted in Uttar Pradesh, Bihar, Andhra Pradesh, Haryana and Delhi. HRW volunteers interviewed 160 people, including 85 children, 45 parents and 32 school staff comprising teachers and school principals. The report quotes the principal of the UP school as saying that the tribal children were a "big problem". The report said such discriminatory behavior contributes to increased truancy. Several children's in a dalit neighborhood in Bihar said they did not go to school regularly because they felt unwelcome. The report also added that weak implementation of education policies is encouraging child labor.

Madire.Mahanandi (2014): conducted a study on measuring of awareness Right to Education Act among school teachers. For this purpose a sample of 50 primary school teachers were selected by the investigator from 10 schools of the Mahaboob Nagar District. Out of the 50 teachers, 30 were from government schools and 20 were from private schools. Among these 25 were male and 25 were female teachers. A descriptive survey method was used for the study and collecting the data required. This study reveals that female teachers are more aware of the RTE act than the male teachers and the government school teachers were more aware than the private school teachers.

Another finding was that the awareness of the RTE Act was high among those teachers who attended more number of training programs on the RTE act.

Kalyani.K (2014): conducted a on the implementation of the RTE act and the challenges ahead in its effective implementation. All children between the ages of 6 to 14 shall have the right to free and compulsory education in a neighborhood school. No direct or indirect fees to be borne by the parents. The government takes responsibility to provide the child a free of cost elementary education. RTE provides a ripe platform to reach the unreached, with specific provisions for the disadvantaged groups. The RTE focuses on the quality of teaching and learning, which requires accelerated efforts and substantial reforms as well. The RTE act faces a number of challenges in its implementation, especially availability of trained teachers, setting up of neighborhood schools, cooperation from the private sector of schools, establishment of required infrastructure and authentic screening procedure for admission. In order to meet the challenges it is necessary for all the stakeholders to work with full dedication and commitment. Not just the center and state government, the nation as a whole should take responsibility in this regard. There should be greater coordination among the agencies involved. Community participation and support makes a marked difference in achieving the goal.

Irfan Ali. Abbas (2014): the focus of the paper is centered on the role of private schools under the RTE Act. It examines the validity of the provisions imposing an obligation on the private schools and the interpretation of the courts on 11 the said aspect and the dichotomy between the state responsibility and private autonomy. The conclusion of this study was that it is drawn signifying that for effective implementation of the reservation in private schools there is a need to ensure a fair selection process, a leak proof payment mechanism and a transparent monitoring and evaluation system. The government needs to put a strict and effective monitoring and implementation system in place in order to make the 25% be useful for the disadvantaged groups.

Ishita Gaddipati (2015) conducted a study on the issues relating to RTE implementation and challenges: a qualitative study. The researcher conducted an interview on all the stake holders namely management staff, Teachers parents and students. The total sample size is 100 members, which includes 30 parents, 30 students, 20 teachers and 20 management staff. This is a descriptive study and the data for the study was collected using interview schedule. The study

indicates that RTE children are not able to cope with their classmates in terms of academics, evaluation system in CBSE schools.

Dr. N.D. (2015) conducted a study on awareness about Right to Education act (RTE) among parents of students belonging to Soliga Tribe. A sample of 50 parents of Soliga Tribal children was selected by using simple random sampling method. Researcher was used Right to Education Act awareness interview schedule for parents. The result revealed that the level of awareness on RTE act among these parents is significantly low. There is a need for interposition to improve and create awareness among parents about RTE act which confine would contribute to the achievement of universalization of Elementary Education.

Abhishek Choudhari (2015): concludes that the state school education ministry starts the process of online admissions for the 25% quota under Right to Education (RTE) act in Nagpur division from February 9. In the first phase, schools coming under RTE will register online and enter the number of available seats. In the second phase, likely to start by February 23, parents can start filling applications online. Actual admission process will start in March.

1.5 SIGNIFICANCE OF THE STUDY

After the commencement of the constitution of India on 26th January, 1950, universalization of elementary education was selected the national goal, because it is elementary education which works as base of whole education system. It is elementary education which enables the individual to face his/her daily life challenges take important decisions and decrease dependency upon others for small issues. Keeping in view the importance of elementary education in Indian context and to achieve the national goal of UEE central and state government of India launched various schemes, but we have not reached our goal of UEE even in 2016. The reasons behind this failure were resource crunch, financial constraints, poor planning and lack of research work in appropriate management of the policies and lack of evaluation of policies, which are made to achieve the goal of UEE.

Similarly For the universalization of elementary education various constitution provisions have been made in Indian constitution right from the commencement of Indian constitution. To universalize elementary education under Directive Principles of State Policy in article 45, it was directed that the states will provide free and compulsory education for the age

group of 6-14 years children's. But it was realizes that after 50 years of this provision, there are only few states in India which are trying work in this direction and providing fee and compulsory elementary education. Majority of states show their ignorance in that direction and show less interest, due to that no fruitful result was seen in UEE.

So keeping in view the ignorance of state government, central government of India passed Right to Education Bill, 2009 under 85th constitution amendment of Indian constitution. With that amendment Education becomes a fundamental right of all children's up to the age group of 6-14 years under article 21A of Right to Freedom in Fundamental Right. Right to Education came into effect from 1st April, 2010 in all union territory/states of India. So it is became essential to evaluate the impact RTE,2009 on UEE and problems faced in the implementation of this act and also to find out the ground realities and effectiveness of this Programme. Thus, the present is an attempt to evaluate the present status of Right to education Act, 2009 in terms of its impact on accessibility, enrollment and retention in elementary education and problems faced. This study will be helpful for the policy makers to meet with the ground realities of the implementation of this act and can make reforms in the present act to implement this act more effectively in the entire country.

1.6 STATEMENT OF THE PROBLEM

In the present study the researcher intend to investigate the contribution of right to education act in universalizing elementary education in the state. So the present study may be entitled as; "IMPACT OF RIGHT TO EDUCATION ACT ON UNIVERSALIZATION OF ELEMENTARY EDUCATION IN JALANDHAR DISTRICT OF PUNJAB"

1.7 OBJECTIVE OF THE STUDY

The present study was designed to achieve the following objectives:

1. To study the impact of Right to Education Act on the access of elementary education to students.
2. To study the impact of Right to Education Act on the enrollment of students in elementary education.
3. To study the impact of Right to Education Act on the retention of students in elementary education.

4. To study the impact of Right to Education Act on the improvement of quality education in elementary education.
5. To identify the problem faced in the implementation of Right to Education Act in promoting universal elementary education.

1.8 RESEARCH QUESTION

- 1) Is elementary education became accessible all students due to Right to Education Act.
- 2) Is there a positive trend in the enrollment of students in government elementary/secondary school?
- 3) Is there a positive trend in the retention of students in government elementary/secondary school?
- 4) Is there any positive impact on the quality of education imparted in elementary education schools?
- 5) What are the problems faced by the Institutions in implementing Right to Education Act in schools?
- 6) What measure should be taken to make implement Right to Education Act effectively in the state?

1.9 OPERATIONAL DEFINITION

Universalization of Elementary Education: Universalization of Elementary Education is a provision to provide free education opportunities to all children of the society irrespective of caste, creed and sex up to the age of 6-14 years. UEE implies universal access, universal enrolment and universal retention.

Right to Education: The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

1.10 DELIMITATION OF THE STUDY

In the light of time constraints and nature of work the present study is delimited in the terms of following:-

- 1) The study was delimited to evaluate the implementation and impact of Right to Education Act in elementary Schools.
- 2) The study was confined to the government and government aided schools only.
- 3) The study confined to educational blocks of Jalandhar district only.

CHAPTER- 2

METHODOLOGY

Methodology of the research plays a very important role in field of research. It describe the various steps to be adopted by a researcher in solving a research problem, such as a manner in which the problems are formulated, the definition of the terms, the choice of the subject for investigation, the validation of the data gathering tools, the collection, analysis and interpretation of the data and the process of inferences and generalization of the data. It means describing method and procedure of conducting research. In methodology, a part of research describes methods and procedure, which an investigator will adopt for conducting research. It refers to a logical plan of solving a research problem. It may be understood as a science of studying how research is done scientifically. Research design is the blue print of “what is to be done?” and “how is to be done?” It is the path, which is to be followed by the researcher to reach the target. In a simple language, a research design is stated as a plan of action, a plan of collecting and analyzing data in an efficient and relative manner. To carry out research work, first, the researcher is supposed to draw out the methodology to be used. The ultimate success of a researcher’s project greatly depends upon the design of the study. It avoids aimless wondering, saves time and economize the efforts of researcher.

The present chapter is devoted to method and procedure of study, which cover sample selection; design of the study and description of the tools required for the collection of the data and statistical technique to be used to analyse the data. The selection of techniques and device of investigation is determined by the nature of problem. The selection of adequate methods, tools, and techniques are very difficult problems and must be handled with every caution, care, and consideration in respect of time, cost, and procedure. Procedure is a set of prescribed actions or events that must be enacted or take place to achieve certain results. A method may not be tried or tested before it can be just an idea that has been put to test. Thus the result of method may or may not work. Procedure on the other hand is usually formed only after being tried or tested. Procedure can be quite complicated and involves many steps of doing things.

2.1 RESEARCH METHOD

There are mainly three types of research methods in education i.e historical method, descriptive method and experimental method (Best 1981). In the present study descriptive method of research was used keeping in views the objectives and nature of the present study. This is mainly accepted and most commonly used research method in education is the descriptive research method. The use of this particular research method used in educational field. It is immense in the sense that it helps to explain educational phenomena in terms of the conditions or relationships that exists, opinions that are held by students, teachers, parents and experts, processes that are going on, effects that are evident, or trends that are mounting. The apparent ease and directness of this method helps researcher in gathering information by a simple questionnaire. Descriptive survey at times is the only means for improving educational practices and instruction by obtaining opinions, attitudes, suggestions and other data. Hence, in solving problems about children, school organization, supervision and administration, curriculum, teaching methods and evaluation, descriptive investigations are of immense value.

2.2 SAMPLE TECHNIQUE AND DESIGN

Sampling is an essential part of research plan in which comparatively small number of individuals, object or events are selected and analyzed in order to find out same result from entire population from which it is selected. Sampling process provides simplification on the basis of a comparatively small proportion of the population. The representative proportion of the population is called sample. Sampling refers to the process of drawing sample (representative proportion of population) from population. In any research work, interviewing or observing each unit of population is usually not feasible. Lack of time and money is the main hindrance the researchers face in this respect. Generally, researchers needs to draw sample from the population and conduct study on the selected sample and deduce conclusions for the population. For this reason, sample taken should be representative proportion of the population. Therefore, sampling procedure/technique is very important to be considered.

To obtain a representative sample, the researcher selects each unit in a specified way under controlled conditions. In the present study by applying random sampling techniques of getting appropriate sample, a sample of 90 government primary, elementary and government senior secondary schools selected from developmental blocks i.e. Phillaur, Gauranya, Nakodar, East-I and East-II of Jalandhar district of Punjab. The list of sample schools is shown in table 2.1.

List of Sample Schools Table-2.1

Sr. No.	Name of the School	Nature of the school
1.	Govt. Primary School	Rural
2.	Govt. Primary School , Dosanjh Khurad	Rural
3.	Govt. Primary School , Garha	Rural
4.	Govt. Primary School , Ashahur	Rural
5.	Govt. Primary School , Kutvewal	Rural
6.	Govt. Primary School , Nurewal	Rural
7.	Govt. Primary School , Dhindsa	Rural
8.	Govt. Primary School , Dalewal	Rural
9.	Govt. Primary School girls, Phillaur	Urban
10.	Govt. Primary School , Langrian	Rural
11.	Govt. Primary School , Kadiana	Rural
12.	Govt. Primary School , Jajja kalan	Rural
13.	Govt. Primary School , Raipur sagnawal	Rural
14.	Govt. Primary School , Mansurpur	Rural
15.	Govt. Primary School for girls, Goraya	Urban
16.	Govt. Primary School , Thala	Rural
17.	Govt. Primary School , Nagar	Urban

18.	Govt. Primary School , Rurka khurad	Rural
19.	Govt. Primary School , Chhaura	Rural
20.	Govt. Primary School , Tehang	Rural
21.	Govt. Primary School , Bashowal	Rural
22.	Govt. Primary School , Shishowal	Rural
23.	Govt. Primary School , Bhatia	Rural
24.	Govt. Primary School , Atti	Rural
25.	Govt. Primary School , Bhar Singh Pura	Rural
26.	Govt. Primary School , Bansia Dhak	Rural
27.	Govt. Primary School , Katpalon	Rural
28.	Govt. Primary School for girls, Samrai	Rural
29.	Govt. Primary School , Jhandipeer	Rural
30.	Govt. Primary School , Saifavad	Rural
31.	Govt. Primary School , Chacheari	Rural
32.	Govt. Primary School for boys, Bara Pind	Rural
33.	Govt. Primary School for Girls, Bara Pind	Rural
34.	Govt. Primary School , Kang Jagir	Rural
35.	Govt. Primary School , Virk	Rural
36.	Govt. Primary School , Kishanpura	Rural
37.	Govt. Primary School for girls, Dosanjh Kalan	Rural
38.	Govt. Primary School for boys, Dosanjh Kalan	Rural
39.	Govt. Primary School , Phalpota	Rural
40.	Govt. Primary School , Boparai Khurad	Rural

41.	Govt. Primary School , Nawa Pind	Rural
42.	Govt. Primary School for Boys, Samrai	Rural
43.	Govt. Primary School , Rurka Kalan	Rural
44.	Govt. Primary School , Sarhal mundi	Rural
45.	Govt. Primary School ,Indna Kalan	Rural
46.	Govt. Primary School , Chak Des Raj	Rural
47.	Govt. Primary School , Jaja Kalan	Rural
48.	Govt. Primary School , Cheema Khurad	Rural
49.	Govt. Primary School , Dhani Pind	Rural
50.	Govt. Elementary School, Takhar	Rural
51.	Govt. Middle School, Mianwal	Rural
52.	Govt.Elementary School, Dheena	Rural
53.	Govt. Middle School, Dosanjh Khurad	Rural
54.	Govt.Elementary School, Ashahur	Rural
55.	Govt.Elementary School, Khaira	Rural
56.	Govt.Elementary School, Samrai	Rural
57.	Govt.Elementary School, Luhara	Rural
58.	Govt. Middle School, Rurka khurad	Rural
59.	Govt. Middle School, Dalewal	Rural
60.	Govt.Sen.Sec. School, Tehang	Rural
61.	Govt.Sen.Sec. School, Adampur	Urban
62.	Govt.Sen.Sec. School for Boys, Goraya	Urban
63.	Govt.Sen.Sec. School, Dosanjh Kalan	Rural

64.	Govt.Sen.Sec. School for Boys, Bara Pind	Rural
65.	Govt.Sen.Sec. School, Virk	Rural
66.	Govt.Sen.Sec. School, Garhi Maha Singh	Rural
67.	Govt.Sen.Sec. School, Mehsampur	Rural
68.	Govt.Sen.Sec. School for girls Dosanjh Kalan	Urban
69.	Govt.Sen.Sec. School, Ladowal	Urban
70.	Govt.Sen.Sec. School, Nagar	Urban
71.	Govt.Sen.Sec. School for girls Samrai	Rural
72.	Govt.Sen.Sec. School for Boys Samrai	Rural
73.	Govt.Sen.Sec. School, Mansurpur	Rural
74.	Govt.Sen.Sec. School, Muthada	Rural
75.	Govt.Sen.Sec. School, Bhar Singh Pura	Rural
76.	Govt.Sen.Sec. School for boys, Phillaur	Urban
77.	Govt.Sen.Sec. School, Gohawar	Rural
78.	Govt.Sen.Sec. School for girls, Goraya	Urban
79.	Gov.co-education Sr.Sec.School,Rurka Kalan	Rural
80.	Govt.High. School, Sang Dhesia	Rural
81.	Govt.High. School, Thala	Rural
82.	Govt.High. School for Boys, Goraya	Urban
83.	Govt.High. School, Ibban	Rural
84.	Govt. Girls. High. School ,Nagar	Urban
85.	Sh. Guru Ravidas Sr,Sec. School, Kishanpura	Urban
86.	Fenton Ganj Girls Sr. Sec, School, Jalandhar	Urban
87.	Doaba Khalsa Sr,Sec, School, Ladowal Road	Urban
88.	J.S.F.H. Khalsa Sr,Sec. School, Atta	Rural

89.	Govt.High. School, Dhandwar	Rural
90.	Govt.High. School, Moh. Kishanpura	Urban
91.	Sh.Guru Har Rai Sr, Sec School, Dosanjh Kalan	Urban
92.	Govt.High. School, sarhalmundi	Rural
93.	Govt. Model Sr, Sec. School, Ladawal Road, Jalandhar	Urban
94.	Govt. Girls Sr,Sec. School, Rurka Kalan	Rural
95.	Govt.High. School, Meo Sahib	Rural
96.	Govt. Girls Sr,Sec. School, Dosanjh Kalan	Urban
97.	Govt.High. School, Boys Goraya	Urban
98.	Govt.High. School, Thala	Rural
99.	Govt.Sen.Sec. School, Mand	Rural
100.	Sain Dass. A.S.Sr.Sec.School, Patel chowk, Jalandhar	Urban

Source: Office of the Deputy Director of Elementary and Secondary Education, Jalandhar, Punjab

2.3 TOOLS OF DATA COLLECTION

Self-constructed and standardized questionnaire was used by the researcher for the collection of data in the present study. The details are given as under:

The questionnaire was divided into six parts:

- A. General information on act
- B. Physical infrastructure
- C. Access
- D. Enrollment
- E. Retention
- F. Quality

2.4 VALIDATION OF THE QUESTIONNAIRE

Preliminary draft of the questionnaire was shown to the teachers, language and subject experts. The objectives of the construction of the questionnaire were explained to them and their views were taken and necessary modifications were made. When the questionnaire was completed it was discussed with the teacher educators of Lovely Professional University. Their views were noted down and necessary improvements were made. Lastly, the final draft of the questionnaire was shown to the headmasters and principles of schools that are responsible for the implement Right to Education Act. The heads agreed that content matched for the purpose of validation of the questionnaire. Final draft of the questionnaire is as shown in table 2.2.

Table 2.2

Number of questions in the final draft of the questionnaire

Total no. of questions in the preliminary draft	Modifications	Rejected	Total no. of questions in the final draft
50	10	12	38

The copy of the questionnaire is annexed as annexure-1

2.5 PROCEDURE FOR DATA COLLECTION

For the collection of data from selected 90 government primary/elementary/secondary schools of Jalandhar district, the investigator sought permission from the Deputy Director of Elementary and Secondary Education Jalandhar separately to visit these schools to collect information. Before distributing the questionnaire to the head of the school, they were assured that their responses would be kept secret and confidential and will be used only research purpose. And finally they were taken into confidence that the responses would not be affecting them adversely in any way. When the responses were prepared, the questionnaire was given to them. It

was also assured that no item should remain un- responded. The heads were thanked for the co-operation extended by them. The same procedure was followed in each sample school for data collection by the researcher

2.5 STATISTICAL TECHNIQUE USED

The data gathered with the help of questionnaire was tabulated by counting frequencies. The present study deals with qualitative data and in order to give it a clear meaning percentage for each item was calculated.

CHAPTER 3

ANALYSIS AND INTERPRETATION

Present chapter is devoted to analysis and interpretation of data the analysis and interpretation of collected data for a particular study is important in order to draw conclusion. The data as such has no meaning unless it is analyzed and interpreted by suitable method. Analysis of data means studying the tabulated material in order to decide and innate fact or meanings. It involves braking up of the complex facts into simpler parts and putting them into new arrangement for the purpose of interpretation. According to best (1863) “Any piece of research generally directed towards the solution of the problem and analyses and interpretation in the research help to know the logical and inferential parts of the research. The research is based, sometimes on empirical evidence and the results are formulated and exhibited in an accurate manner to know about the various modes of research. The chapter of result is the soul of study. Results are the mirror of study. The result of the objective of the study is achieved by logical organization of result prepared by investigator. The problem should be analyzed in detail to see which type of data necessary from its solution and to be assumed that which type of method will give the definite answer. This evaluation is determined for the purpose of which related facts”.

The focus of the present study is to evaluate the impact of right to education act on universalization of elementary education in Jalandhar District of Punjab. The data was collected on a questionnaire devoted by the researcher herself. The data was compiled in the form of frequencies and the frequencies were converted into percentage for the item wise analysis and interpretation of data. The questionnaire included items i.e. physical infrastructure, access, enrolment, retention, quality, problem faced and also suggestion to improve the implementation of Right to Education Act. The results are discussed as under:

3.1 PHYSICAL INFRASTRUCTURE

Responses of the head of government schools regarding the physical infrastructure are given in table 3.1

Table 3.1

Table Shows the Responses of Heads with Regard to Physical Infrastructure in the School

Sr.No.	Item	Response	
		Yes	No
1	Separate classroom for every teacher	75%	25%
2	Store-cum-office room	56%	44%
3	Kitchen for cooking mid –day- meal	99%	1%
4	Separate toilets for boys and girls	100%	-----
5	Adequate safe drinking water facility	100%	-----
6	Play ground	81%	19%
7	Play material games equipment	80%	20%
8	Availability of teaching learning resource Name of resource available.....	100%	-----
9	Library in the school Person looked after the library.....	94%	6%
10	Availability of books, magazines and newspaper	100%	-----
11	Proper electricity and ventilation	100%	-----
12	Computer lab in the school	56%	44%

The table 3.1 reveals that 75% of government schools have separate classrooms for each class whereas 25% schools do not have sufficient number of classroom for each class. Further only 56% schools have store-cum-office room in the schools but the 44% schools have separate

office and store room. In all schools (100%) have kitchen for cooking mid-day-meal, separate toilets facility for boys and girls and adequate drinking water facility for teachers as well students. In modern times physical education is consider is an important part of the education. It has been generally accepted that we cannot educate a child unless he or she process a good health. So every school must have playground for sports activities. In this regard, table indicates that more than 80% schools have playground for playing sports games and have sufficient playing material like volleyball, football, badminton, basketball, cricket material etc. It is also clear from the table that all the government schools (100%) have proper ventilation and electrification. In all school learning resources were available like globe, maps, charts etc. Majority of sample schools (94%) have facility of library for students in the school and rest 6% schools do not have well equipped library. 100% schools heads responded that they have enriched library with good quality of books and magazines but the **researcher himself observed** that only few schools having quality books and magazine and rest of the schools does not have quality books and magazines and if they have, the quality is very poor. The table also indicates that there are 56% schools in which computer lab established.

3.2 ACCESSIBILITY

Responses of the head of government schools regarding the accessibility of schools are given in table 3.1

Table 3.2

Table Shows the Responses of Heads with Regard to Access of Schools

Sr. No.	Items	Response	
		Yes	No
13	Accessibility of elementary education to all children	99%	1%
14	Provide inclusive education	90%	10%
15	School have barrier free class rooms	86%	14%
16	Admit the student having disability	65%	35%
17	Birth certificate to enroll in school	95%	5%
18	Conduct any pre-admission test	54%	46%

19	Charge any fee for admission	-----	100%
20	Follow reservation policy for special category during admission State the category in which students admitted.....	49%	51%

The table 3.2 evident that except one all school heads (99%) agreed that due to the implementation of Right to Education Act, 2009 elementary education become accessible to all children's up to the age of 14 years as now primary school are opened by the government at the distance of 1 kilometer under this act. Further, out of 100 government schools, majority of government schools (90%) are providing inclusive education to the students having minor disability. 85% school heads responded that all class rooms are barrier free and accessible to all students. To provide equality of educational opportunity the children's, 65% of the schools are admitting students with disability without any discrimination. In order to ensure maximum enrolment of the students up to the age of 6-14 years in the schools, the government implemented the provision under RTE that no school will deny to take admission if the child is not able to produce birth certificate. The responses of the teacher in this regard in table 3.2 shows table that 95% demands for birth certificate at the time of enrolment/ admission they whereas only 5% agreed that at the time of admission submission of birth certificate is not compulsory for students. The table also indicates that out of 100 respondents, 54% schools agreed that they conduct pre admission test before admission in the school and rest 46% do not conduct any type of pre admission test. None of the government schools (100%) charge any fee charges from the students till class VIII. But there are only 49% schools followed which are following the reservation policy during the admission time and rest 51% schools do not followed any reservation policy and admit students from categories like SC, BC, OBC. Rest schools admit the students of all categories.

3.3 ENROLMENT

Responses of the head of government schools regarding the enrolment in schools are given in table 3.3

Table 3.3

Table Shows the Responses of Heads with Regard to Enrolment of Students in the School

Sr.No.	Items							Response	
								Yes	No
21	RTE became helpful in increasing student enrolment							100%	-----
	Enrolment rate of the students								
	Class	Year	Year	Year	Year	Year	Average %		
		2012	2013	2014	2015	2016	5-10%		
	1-5	35	38	60	58	80			
	6-8	122	130	128	140	145			
	Total	157	168	188	198	225			
22	School take any initiatives to retain students in the school State the initiatives.....							100	-----

From the table 3.3 evident that 100% of government schools head agreed that RTE is became helpful in increasing student enrolment and proving miles stone in universalization of elementary education. From the average data of enrolment of students shown in the table of past 5 years, it is concluded that every year the enrolment rate of students from I-VIII class increasing. All school heads responded that they have taken different initiatives to increase enrolment of students in the school. For that schools are providing free uniforms, stationeries, cycles and conduct door to door awareness about provisions made by the government for education and importance of education.

3.4 RETENTION

Responses of the head of government schools regarding the retention of students in schools are given in table 3.4

Table 3.4

Table Shows the Responses of Heads with Regard to Retention of the Students in Schools

Sr.No	Items	Response																					
		Yes	No																				
23	RTE is helpful to retain student in the school	97%	3%																				
24	Any drop out in the school Detail of drop outs students	-----	100%																				
	<table border="1"> <thead> <tr> <th>Class</th> <th>Year</th> <th>Enrolled Student</th> <th>Drop Out</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Class	Year	Enrolled Student	Drop Out																		
Class	Year	Enrolled Student	Drop Out																				
25	Does your school take any initiative to decrease the dropout rate? If yes state the initiatives taken by you-	-----	100%																				
26	Retain students in the same class for two or more years	-----	100%																				
27	School provide mid-day-meal	100%	-----																				

The table 3.4 shown that out of 100% respondent, 97% schools helpful in retain the students in the school. Table also indicates that all the schools (100%) have no drop out of students. All schools (100%) viewed that they had not taken any initiative to decrease the dropout rate in the school. To retain students in the school, all school heads (100%) responded that school has taken many initiatives e.g. door to door awareness, parent's teacher meeting, announcement government initiatives for the education of children's in the village panchayats at its own level. Table also indicates that none of the school (100%) retains students in the same class for two or more years. Cooked meal is being provided to children's under mid-day-meal scheme in the all government as well as government aided schools. Further out of 100% respondent, 95% of schools viewed that RTE is helpful to increasing the retention of the students in the school.

3.5 QUALITY EDUCATION

Responses of the head of government schools regarding the quality improvement of elementary education in schools are given in table 3.5.

Table 3.5

Table Shows the Responses of Heads with Regard to Quality Education in Schools

Sr.No	Items	Response	
		Yes	No
28	Sufficient number of teaching staff	67%	33%
29	All teachers are TET qualified	100%	_____
30	School staff fulfill the student teacher ratio	63%	37%
31	School teachers educationally and professionally competent	100%	_____
32	School have SMC in the school If yes, percentage of female in SMC..... Role of SMC.....	100%	-----
33	SMC help in monitoring the school activities	100%	_____
34	State advisory council visited in the school	-----	100%
35	RTE is helpful in the enhancing the quality of education	95%	5%
36	School taken any initiative for enhancing the quality of education State initiatives.	100%	-----

It is clear from the table 3.5 that 67% of sample schools have adequate number of teacher and rest 33% does not have enough teachers. In all school teachers are well qualified and professionally competent. School head also viewed that all the teachers who are appointed after the implementation of RTE are TET qualified. Table also evident that only 63% schools have ratio of 35:1 and rest 37% are not able to meet the norms due to lack of teaching staff. Further School Management Committee is formulated in 100% sample schools. In which 50% females are the members of SMC. School Management Committee works jointly for the development and in monitoring the school activities. In none of the schools (100%) schools responses state advisory never visited till date. Table also revealed that 95% schools heads agreed that RTE is helpful in the enhancing the quality of education and school teachers takes different initiatives to enhance the quality of teaching like- arrangement o extra classes, preparation and use of teaching learning material and use of child friendly methodologies, approaches etc.

3.6 PROBLEMS AND SUGGESTIONS OF THE HEAD OF SCHOOLS

3.6.1 Problem Faced in implementing RTE

Most of the school heads viewed that students remain regularly absent from the school and pay no attention in their study. Sometimes students remain absent from school for a long period and they don't have any fear of struck off their name from the school. Secondly, children from migrant families usually leave the school information in-between a session cause problem to school and class teacher. Another problem faced by school heads is the finance. School heads viewed that funds provided by the government to run the school and to provide Mid Day Meal are insufficient and never provided timely. RTE Act is implemented school but the academic output of the student is going down due to no board examination. One of the major problem is that they are supposed to promote the student in the next class, no matter the child is capable of getting promoted to other class or not which caused decrease of quality of students at elementary level. . There is no difference between students getting A & E grade. All students are promoting to next class It is discrimination with students achieving A or B grade. Now continuous and comprehensive evaluation is implemented in the entire state and teacher remain busy in preparing and completing the CCE records of students and pay less time on students teaching. There are so many problems in government schools regarding non educational duties. Student not taking interest properly in studies or attendance become they know their name will not be struck off and will not be failed. Majority of time school never receives material like textbooks of all subjects on proper time.

3.6.2 Suggestions for implementing RTE Effectively

To resolve the problems, it is suggested that funds should be released on time and they should be sufficient to meet the needs of the schools. Moreover the funds should be released on starting of the session. The selection of government schools should be on zonal level in order to make improvement in the effective implementation of RTE. Sufficient number of teaching staff should make available in schools so that functioning of the school can't get effected. Teachers should be well trained and experienced enough so that they can teach every student perfectly. Grant should also be given in a continuous process. Teachers should not be deployed on non-educational duties. Apart from this, regular inspection should be done in order to check the quality of mid-day-meal and funds for mid-day-meal should be given on time. Parents should be

motivated for sending their wards to school regularly. Apart from this teachers should use different teaching techniques for making their classroom more interesting and enhancing the interest of students. Regular meeting should be conducted with heads, teachers and other stakeholders for better implementation of RTE Act plans and schemes. Policies and guidelines of Right to Education Act need to be reviewed and proper training sessions must be organized for teachers and head of schools for the effective implementation of RTE. Inspecting authorities should make regular check of the every aspect of the RTE to determine whether it is carried out properly or not. Central and state government should take necessary steps in this direction so RTE act become helpful for UEE in India.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

In previous chapter we analyzed and interpreted the data collected on a questionnaire. So after analysis and interpretation, the next step is to draw out conclusions of the study. In the light of interpretation of data, the researcher has to use all care and cautions in formulating conclusions and generalizations. This final step of research demands critical and logical thinking in summarizing the findings of study and compares them with the objectives formulated in the beginning. The researcher should not draw conclusions which are inconsistent among them or with external realities. Conclusions are as essential as investigation. They provide a finishing touch and review to the whole of critical work. In the present study the investigator has tries to evaluate the impact of right to education act on universalization of elementary education in Jalandhar District of Punjab. On the basis of analyses and interpretation of data, following conclusion can be drawn.

4.1 CONCLUSIONS

1. The conclusions for the availability of physical infrastructure in school are given below:

- a) 75% of the schools have sufficient number of classroom with proper electricity and ventilation.
- b) All the schools have kitchen to cook mid-day-meal, separate toilets for both boys and girls, adequate safe drinking water facility for students as well as for teachers.
- c) Majority of schools have playground to conduct sports and other activities and also adequate material games and other events for students.
- d) Facility of library is available in majority of schools. But due to non appointment of librarian teacher have to look after the library. Adequate number of books is available in the library but quality of books not up to mark. Magazines and newspapers are found very less in the library in majority of schools.
- e) 50% of schools having computer labs but labs is not in good working condition. Even computer located in the lab are damaged or not working properly.

2. The conclusions for the accessibility of schools are given below:

- a) All most all the schools thought that due to RTE elementary education became accessible to all the students. Even schools are providing inclusive education to all children.
- b) Majority of the schools have barrier free class rooms and average numbers of schools (56%) are admitting the students having disability and barrier free classrooms are build to cater their needs.
- c) None of the school charges any fee from students in the form of tuition fee or admission fee as elementary education is free as per RTE.
- d) Only 5% schools are there who admit the students without birth certificate.
- e) 54% school take pre-admission test before admission and follow reservation policy for special category SC, ST and OBC during admission time.

3. The conclusions for the enrolment of students are given below:

- a) RTE act proved to be helpful to incline the enrolment of pupils.
- b) Due to Right to Education Act the enrolment rate of students in elementary classes is increasing every year from 5-10%.
- c) To enhance the enrolment rate of students in the schools up to VIII class, schools are taking initiatives like providing free uniforms, stationeries, cycles, books and conduct door to door awareness about provisions made by the government for education and importance of education.

4. The conclusions with regard to retention of students in schools are given below:

- a) All school head agreed that Right to Education Act is helpful to retain the students in the school.
- b) There is no school which faced dropout problem because schools are taking different initiatives at their own level to create students interest in teaching and motivates them to learn.
- c) None of school retained the student for two or more than two years in the same class.
- d) To reduce absenteeism rate and promote nutritious standard of students all school are proving mid day meal to the students as the norms lay down in the scheme.

5. The conclusions with regards to impact of RTE on the quality of education are given below:

- a) 33% schools are facing the problems of adequacy of teacher, especially in primary schools.
- b) All the teachers are TET qualified who are appointed after the implementation of RTE Act, and all of them are able to compete educationally and professionally.
- c) Student teacher ratio is 35:1 in those schools where number of teachers is good enough but actual situation was different as researcher observed personally.
- d) School management committee is formed for the development and smooth functioning in every school and 50% female appointed as member SMC.
- e) All schools heads viewed that State Advisory Council never visited to school for inspection.
- f) All schools accept that RTE is helpful in enhancing the quality of education. School teachers make use of various resources, methods and strategies to enhance the quality of education.

6. Problems and Suggestions of the Heads of the Schools under Study

A) Problem Faced in by School Heads

- i. Schools are provided with adequate infrastructure such as building, classroom etc. but there are many schools have not proper playground, benches, library, and computer labs etc.
- ii. There are number of elementary schools built in every area, so student feels no difficulty in reaching the school. But during the rainy season student face difficulty in reaching the school as they are not provided any kind of transportation facility.
- iii. Funds for teaching learning material take long time procedure to avail so it takes a lot of time to attain it.
- iv. For doing other work no non teaching staff is provided officially by the government. Only teacher has to take care of all of these additions to teaching, administration work record keeping and preparation of mid-day-meal.
- v. Students are not attending school regularly; they don't come without any information to school. So problem comes in declaration of result.
- vi. Students take admission in mid of the session, which affects their performance.
- vii. The non-teaching staff such as peon, sweeper, clerk, are not available in these schools due to which schools are facing problem in doing their work to their own.

- viii. There is another problem of grading system. It increases the workload on teachers for preparation of result record and it is very difficult to find out the differences between high and low achiever.
- ix. Inappropriate training for teachers with regards to RTE
- x. Supervision never done properly
- xi. Irregularity of students in the class

B) Suggestions to of School Heads

- i. Funds should be released on time and it should be sufficient
- ii. Funds should be released on the starting of the session.
- iii. Student should be promoted according to his/her ability.
- iv. Teaching staff should be sufficient according to needs of the school.
- v. Basic infrastructure should be available in the school.
- vi. Evaluation should be done by time to time.
- vii. Teaching learning materials should be provided to the schools.
- viii. Grading system should be abolished as the students with marks 91 or 98 are falling in the same grade.
- ix. Admission date should be fixed in all the schools.

4.2 LIMITATIONS

From the present study, the researcher has considered the following limitations:

1. Collection of data within a stipulated period of time from different villages that are far from district villages.
2. No standardized tool was available for the study.
3. Some heads feared from higher authorities and hesitated to give the sincere response.
4. The actual position in some schools was different from the responses of teachers.

4.3 RECOMMENDATIONS

- Fund should make available timely for smooth functioning of school.
- Physical facilities like well equipped classrooms, laboratories, libraries, and computer facility and furniture should be made to available in the schools.
- In every school adequate number of teachers should be appointed to carry out teaching learning process in an effective way, especially in those schools where student's teacher's ratio is not as per norms because it harms the quality of education as well as increase the workload of teachers.
- To decrease the extra work load of non academic task of teachers, sufficient no of non teaching should be available in the all elementary schools.
- Awareness should be created among the parents regarding the RTE act so that their children can be availing all the educational benefits.
- Gazette of Government of India on RTE, 2009 should be made available for teachers in every school.
- In majority of schools it is found that teachers were not aware with the RTE and provision made for elementary education. So it is recommended that RTE orientation programe should be organized for teachers to implement the act effectively in the schools.
- Under the RTE act, it is mandatory for schools to promote every child d till 8th class, which is considered as biggest drawback of the RTE act. According to the teachers, this provision is a curse for education system. This is lowering its value and the students are getting insincere towards their studies. So it is suggested that provision made under RTE need to be reviewed at grass root level to increase quality of education at elementary level.
- Admission date in elementary school should be fixed in month of April and no students must be allowed to take admission in mid of the session.
- Government should provide transportation facility for students especially for those schools which are located in rural areas.
- Grading system should be replace with numerical system as teacher spends most of their time in preparing results and records rather than on teaching.

- Right to Education Act should be made compulsory for private schools and regular supervision should be done on quarterly basis to ensure the proper implementation.

4.4 SUGGESTIONS

Research is never ending process. Every investigator applies his piece of research inevitably become aware of areas in which further study is needed.

- a) The present study was conducted in Jalandhar district of Punjab; this study can be conducted in other states of India also.
- b) A similar study can be conducted on large scale of the state, covering other district of particular state.
- c) A can be conducted on the impact of RTE on the academic achievement of elementary students.
- d) A study can be conducted on attitude of elementary school teachers on Right to Education Act.

REFERENCES

- Aggarwal, J.C. (2012). *Development of Education System in India*. Shipra Publications: New Delhi.
- Agarwal, M. (2012). *Right to Education An Indian Perspective*. University Book House: Jaipur.
- Bala & Bora (2008). *A study on Universalization of Elementary Education*, Uttar Pradesh: Vikas Publication.
- Best, John W, and Kahn James V. (2003) *Research and Education*. Published by Asoke K. ghosh Prentice, Hall of India private limited, New Delhi.
- Duggal, J. (1992) *Girls Enrollment in Education*, Fifth Survey of Education Research, 1998-1992, p.604.
- Dar. N. D. (2015) *Awareness about Right to Education act among parents of the students to Belonging Soliga Tribe*, IJLESS, retrieved 10/11/2016.
- Ghosh, S. (2014). *Quality Education at Elementary Level*. Researcher's Tandem a Quarterly Journal of Educational Research. Vol. 05, No. 17, April-June, 2014. ISSN 2230-8806.
- Kaur, B. (2014). *Implementation of Right to Education Act at Elementary Level in Hoshiarpur District of Punjab: An Evaluative Study*. M.Ed Dissertation Deptt. Of Education. LPU. Phagwara.
- Kothari, C.S. (2004). *Research Methodology: Method and Technique*. New Delhi: New Age.
- Koul, L. (2006). *Methodology of Educational Research*. Vikas Publishing House: New Delhi.
- Lal (2010) *Awareness of Right to Education act among teachers*, An Association Unifying the Science, Engineering, and applied research, retrieved 11/11/2016
- Mishra, R.C. (2010). *Research in Education*. A P H Publishing Corporation: New Delhi.
- Mobar, impact of the Right to Education act on girl child education, IEDRC, retrieved 15/11/2016

Panigrahi (2014) *school effectiveness at primary level of education in relation to Classroom teaching, international of instruction*, 7 (2)

Raghuram, (2001). *Universalization of Elementary Education in Bihar*, Patna: Shipra publications, pp. 289-291.

Sharma.N (1995) *Elementary Education, Experiences and Expectations*, New Delhi: India

Strivastava & Tamar (2005) *Elementary Education*: Delhi.

Sandhya, S (2002).*Review of the Functioning of District Resource Units in the Context of Sarva Shiksha Abhiyan* .Department of Elementary Education, NCERT, New Delhi.

V, Krishnamacharyulu (2012) *Elementary Education*, New Delhi: Hyderabad.

WEBSITE

www.ijless.kypublication.com

<http://www.iasir.net>

<http://www.ijssh.org>

<http://zenithresearch.org.in/>

<http://arpgweb.com/?ic=journal&journal=15&info=aims>

www.kayadepundit.com

www.Scertassam.in

www.Iosrjournals.Org

www.isca.in

**EFFECTIVENESS OF RIGHT TO EDUCATION ACT ON UNIVERSALIZATION OF
ELEMENTARY EDUCATION IN JALANDHAR DISTRICT OF PUNJAB**

QUESTIONNAIRE

General information:

1. Name of School -----
2. School Type Government/ Govt. Aided
- 2.Area of School Urban/Rural
3. Name of Education Block -----

General Instructions:

1. This questionnaire contains 38 items to get the information regarding the implementation Effectiveness of Right of Education Act on Universalization of Elementary Education Jalandhar District of Punjab. So, you are requested to read all the statements carefully and respond openly.
2. Put a tick mark (√) for best alternative in your views in appropriate box out of alternative given in the questionnaire.
3. If you feel any difficulty in understanding any question you can ask the researcher without any hesitation.
4. There is no time limit, but return the questionnaire to researcher well in time.

SR.NO.	ITEMS	YES	NO
A. PHYSICAL INFRASTRUCTURE			
1.	Do you have the separate classroom for every teacher?		
2.	Do you have store-cum-office room?		
3.	Do you have kitchen to cook mid-day meal?		
4.	Do you have separate toilets for boys and girls?		
5.	Do you have adequate safe drinking water facility?		
6.	Do you have a playground?		
7.	Do you have play material, games and sports equipment?		
8.	Do you have teaching learning equipment? If yes, name some equipment available in your school-		

	a b c c		
9.	Do you have Library in the school? If yes, who looks after the Library?		
10.	What is the number of books, magazines and newspapers in the Library?		
11.	Do your schools have proper electricity and ventilation?		
12.	Do your school have computer lab? If yes, How many computers are in your computer lab?		
C. ACCESS			
13.	Do you think due to RTE Elementary Education became accessible to all children?		
14.	Do you provide inclusive education to the students?		
15.	Does your school have barrier free class room?		
16.	Does your school admit the students having disability? If yes state the number of disabled children		
17.	Do children have to present a birth certificate to enroll in school?		
18.	Does your school conduct any free pre-admission test? If yes, state the level.....		
19.	Does your school charge any fee for admission to the students?		
20.	Does your school follow reservation policy for special category during admission? If yes, state the reservation percentage Name those categories in which students admitted in your school. a. b. c. d. e.		
D. ENROLLMENT			
21.	Do you think RTE became helpful in increasing students' enrolment in your school? If yes, State the enrollment rate of students in your school in last four years.		

	Class	Year	Enrolled Student		
22.	Does your school take any initiative to increase the enrollment rate of children? If yes, state the initiative taken by you..... a. b. c. d.				
E. RETENTION					
23.	Do you think RTE is helpful to retain student in the school?				
24.	Is there any dropout in your school? If yes, give the detail of last 4 years				
	Class	Year	Enrolled Student	Drop Out	
25.	Does your school take any initiative to decrease the dropout rate? If yes state the initiatives taken by you- a. b. c. d.				
26.	Do you retain children in the same class for two or more years? If yes, State the reason behind that				

27.	Does your school provide mid-day-meal to the student?		
F. QUALITY			
28.	Do you have sufficient number of teaching staff as per the act? If yes, state the number of teachers.....		
29.	Are all teachers of your school TET qualified who got appointment after implementation of act? State the number of teachers.		
30.	Does your school staff fulfill the student teacher ratio as per RTE? If Yes, What is teacher –students ratio.		
31.	Are your school teachers educationally and professionally competent?		
32.	Do you have SMC of your school? Give % of females in SMC.		
	Specify role of SMC.....		
33.	Does SMC help in monitoring the curricular and co- curricular activities?		
34.	Has the State Advisory Council visited the school till date?		
35.	Do you think RTE is helpful in the enhancing the quality of education?		
36.	Has your school taken any initiative for enhancing the quality of education?		
	If yes, state the initiative taken by you		

37. Problems faced in the implementation of Right to Education Act in your School.

1.
2.
3.
4.
5.
6.

38. Suggestion for Effective implementation of Right to Education Act.

1.
2.
3.
4.
5.
6.

Thanks for Cooperation

Signature with seal