

Right to Education: Study of Physical Infrastructure and Facilities in Punjab

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Abstract

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. It lays down the norms and standards relating, inter alia, to Pupil Teacher Ratios (PTRs), buildings and infrastructure. Sarva Shiksha Abhiyan (SSA) under RTE is providing a variety of interventions like opening new schools, financial support for improving infrastructure, providing text books and uniforms to students and midday meal. The present research paper is focussed on the issues of physical infrastructure, appointment of teachers, pupil teacher ratio, enrolment of students and provisions of midday meal in the rural area schools of six districts of Punjab. However, there are some shortcomings in the implementation of the programme, but interventions of RTE- SSA lead to increase in the enrolment of SC students in the primary schools; student- teacher ratio and student- classroom ratio got improved; and facilities in the schools in the form of classrooms, separate toilets for boys and girls and drinking water facilities are better than the national average. But playground facilities, student-teacher ratio and quality of drinking water need to be addressed to provide elementary education of satisfactory and equitable quality in a formal school to all students.

KEYWORDS: Right to Education (RTE), Sarva-Shiksha-Abhiyan (SSA), and Mid-day-Meal (MDM).

1.0. Introduction

The Govt. of India had launched various innovative schemes in the education sector following the National Policy on Education in 1986 such as Operation Blackboard, Teacher education, Non- formal education, Mahila Samakhya, National programme for nutritional support for Primary education, State specific education projects in Bihar, Rajasthan, Uttar Pradesh and Andhra Pradesh and Districts Primary Education Programme. All these programmes were merged into SSA since 2001- 02.

In the education system, Sarva Shiksha Abhiyan (SSA) is a flagship program of Government of India for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the constitution of India making free and compulsory education to the children of 6- 14 years age group as a fundamental right. The program seeks to open new schools in those habitations, which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance, improvement of schools through special grants. 86th amendment to the Constitution of India made free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of millions of children. New schools opened in those habitations which do not have schooling facilities and infrastructure

improvement through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA provides quality elementary education including life skills and has a special focus on girls' education and children with special needs. SSA also provides computer education to bridge the digital divide. (<http://ssa.nic.in>)

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. The Article 21-A and the RTE Act for free and compulsory education came into effect on 1 April 2010. The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- 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 lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- 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.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits physical punishment and mental harassment; screening procedures for admission of children; capitation fee; private tuition by teachers and running of schools without recognition,
- 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 centred learning.

(<http://mhrd.gov.in/rte>)

In the union budget (2013-14) of Govt. of India, the flagship scheme Sarva Shiksha Abhiyan under RTE gets Rs.27,258 crore of the outlay. Increased allocations for SSA and for RMSA reiterate the Government's commitment towards strengthening school education. The budget also allocated Rs.49,659 crore to the school education sector that caters to over 230 million students. Of the total education outlay, the flagship scheme Sarva Shiksha Abhiyan (SSA) was allocated Rs.27,258 crore for implementing the Right to Education Act that promises education to all children in the 6-14 age group. The previous Union budget for 2012-13 had pegged an

outlay of Rs.61,427 crore for education, including Rs.25,555 crore for SSA (Nanda, 2013).

1.1. Norms and standards for a school under RTE: The norms for a school under RTE have been specified and these are as follows:

- **Number of teachers for first class to fifth class:** Up to sixty students: - two teachers, between sixty- one to ninety students: - three teachers; between ninety-one to one hundred and twenty students: - four teachers; between one hundred and twenty-one to one hundred fifty students: - five teachers; and above one hundred and fifty children; five teachers plus one head- teacher, above two hundred teachers; pupil- teacher ratio (excluding head- teacher) shall not exceed forty.
- **Building:** All- weather building consisting of- at least one class- room for every teacher and an office- cum- store- cum- head teacher's room, barrier-free access, separate toilets for boys and girls, safe and adequate drinking water facility to all children, a kitchen where mid- day meal is cooked in the school, playground, arrangements for securing the school building by boundary wall or fencing.
- **Play material, games and sports equipment** shall be provided to each class as required.
- Library providing newspaper, magazines and books on all subjects, including story books.
- Teaching- learning equipment to be provided for every class, as required.
- Cooked hot midday meal to be provided to all students.

DISE Flash Statistics (2008-09) collected data from all the states of India with 12,50,775 primary and upper primary schools across 633 districts and reported that improvement in average number of classrooms is also reflected in the improvement in student-classroom ratio, drinking water facility, increase in the number of common toilets and girls' toilets in school. At the primary level, the share of SC and ST enrolment with respect to total enrolment worked out to 19.94 and 11.68 percent respectively. Notably, at all levels, Government schools are the main providers of educational needs of both SC and ST children. An increase in the number of teachers is also reflected in the pupil-teacher ratio which has shown consistent improvement. PTR, both at primary and upper primary levels, is quite comfortable (primary, 34:1 and upper primary, 31:1) across the country.

The Right to Education Act and ASER findings (2010- 12) showed that for children in the age group 6-14 years, enrolment levels have been 96% or more for the last four years. In Uttar Pradesh and Rajasthan, the percentage of girls of this age group who are not enrolled is higher than 10%. In Orrisa, Jharkhand and Gujarat, the proportion of girls (11-14 years) who are not enrolled is more than 6%. ASER's school observations show improvement in compliance with Pupil teacher ratio norms. In 2012, 73% of the visited schools had drinking water facilities available. The proportion of schools without toilets has reduced from 12.2% in 2011 to 8.4% in 2012. Approximately 80% of the schools visited had a separate toilet for girls. Of all the schools visited, close to half had useable facilities, in comparison to third in 2010.

ASER (2012) collected data from 469 rural primary schools from 19 districts of Punjab and observed 60 or less enrollment in 18.5% schools, 59.3% schools has class 2nd, while 58.0% class 4th students were sitting with one or more other classes, pupil- teacher ratio was found to be 34.6%, while classroom- teacher ratio is found to be 80.3% . 80% schools had office/ store/ office cum store, 71% schools have

playground and 83% schools had boundary wall/ fencing. 82.8% schools have a drinking water facility, while 8.0% schools are without drinking water facility, whereas 9.3% schools have water facility but no drinking water available. 70.5% schools have useable toilets while a large number that is 28.9% schools do have toilet facility but these toilets are not useable. 65.6% schools have girls toilets whereas 21.4% schools do not have useable toilets, 8.6% schools locked their toilets. 46% schools were found to have library books used by children, whereas 9.4% schools were without a library. Kitchen shed for cooking mid day meal is in 97.7% schools and 95.5% schools served mid- day meal in schools.

A large amount of funds are being allocated in every five year plan for the development of education and universalization of elementary education in India. Under SSA and RTE there is a significant increase in the physical infrastructure and universal attainment of UEE in various parts of India, but there is a paucity of data about the proper utilization of these funds. The present study is focussed to assess the physical infrastructure and availability of teachers under SSA and its impact on enrolment of students and facilities in schools.

2.0. Objectives

The objectives of the study were to ascertain the availability of infrastructure; enrolment of students; availability of teachers; and mid day meal scheme in elementary schools under SSA (RTE). The objectives include

- 2.1. To ascertain the teacher related indicators of SSA and it includes
 - Classroom- teacher ratio
 - Pupil- teacher ratio
 - Schools by total enrolment
- 2.2. To ascertain students related indicators of SSA and it includes
 - Enrolment of students Gender wise
 - Enrolment of students category wise
 - Enrolment of male students category wise
 - Enrolment of female students category wise
 - Student- classroom ratio
- 2.3. To ascertain facilities related indicators in schools of SSA and it includes
 - Classroom infrastructure details
 - Percentage of schools with furniture available for students
 - Percentage of schools with Quality furniture
 - Percentage of schools with proper light and ventilation in classroom
 - Percentage of schools with good toilet facilities
 - Percentage of schools with good drinking water facilities
 - Percentage of schools with availability of playground
 - Percentage of schools with well maintained playground
 - Percentage of schools with boundary wall
 - Percentage of schools with library providing newspaper, magazines and books on all subjects, including story books.
 - Percentage of schools with teaching, learning equipment for every class, as required
- 2.4. To ascertain Mid day meal related indicators and it includes
 - Availability of Kitchen shed
 - Cooking of MDM
 - Quality of MDM
 - Type of fuel used for cooking
 - Cleanliness in kitchen

- Serving of food with proper care
- Number of students availing MDM

3.0. METHODOLOGY

The study was conducted in 120 schools in 6 districts of Punjab state of India, which is located in the northwestern part of the subcontinent.

The present study covered various aspects of infrastructure and teachers/ students related interventions in rural primary schools of Punjab. A sample was taken from randomly selected 6 districts of Punjab namely Hoshiarpur, SAS Nagar, Moga, Muktsar, SBS Nagar and Amritsar. Four blocks from each district were taken randomly and five primary schools from each block were taken randomly as the sample of the study. The descriptive survey method was used and data was collected with the help of a questionnaire prepared by the investigator for the selected interventions, keeping in view the norms and standards for a school under SSA especially of RTE.

Table 1: Details of Sample

District	Name of Blocks	No. of School selected	District	Name of Block	No. of School selected
Hoshiarpur	Hoshiarpur- 2	5	Muktsar	Gidderbaha	5
	Mahilpur	5		Malout	5
	Dasuya	5		Muktsar	5
	Mukerian	5		Lambi	5
Ajitgarh	Kharar- 1	5	SBS Nagar	Nawanshahar	5
	Majri	5		Balachaur-1	5
	Dera Bassi	5		Saroya	5
	Kurali	5		Balachaur-2	5
Moga	Baghapurana	5	Amritsar	Rayya	5
	Nihal Singh Wala	5		Ajnala	5
	Moga-1	5		Jandiala Guru	5
	Dharamkot	5		Amritsar	5

4.0. RESULTS AND FINDINGS:

For assessing the selected interventions under SSA in Punjab the present study covered several programme components under SSA especially RTE. This particular section deals with study of indicators of SSA related to quality of school infrastructure; student enrolment; availability of teachers; and quality of mid day meal provisions.

4.1. Quality of School Infrastructure:

As per RTE provisions, good and conducive infrastructure including well – lit/ventilated classrooms, well painted blackboard, benches / mats for seating, separate toilets for boys and girls, safe and adequate drinking water facility, well maintained playground, well maintained library/ student reading corner and arrangements for securing the school building by boundary wall or fencing to all children are required. The data collected from 120 schools related to infrastructure facilities is presented in table 2.

Table 2: Percentage of Schools with Infrastructure Related Indicators as per RTE - SSA

Infrastructure Intervention under RTE - SSA	Details of Intervention	%age of schools having quality infrastructure
Availability of Classrooms	As per RTE i.e. 1:30 students	76.66%
Well lit and ventilated Classrooms	Well lit- Good arrangement Light and Fan	74.16%
	Having good ventilation	78.33%
Quality of Blackboard	Well painted and having proper size	84.16%
	Visible from all sides of Classroom	77.5%
Drinking Water	Availability of facility for drinking water	100%
Source of Drinking Water	Waterworks	58.33%
	Ground water	41.67%
Quality of water	Good quality of water	56.66%
	Poor quality of water (Heavy water)	43.34%
Filter/ water cooler installed	Installed	25.83%
	Not installed	74.17%
Toilets	Separate toilets for boys and girls	90.83%
	No separate toilets for boys and girls	9.17%
Play ground	Available	54.16%
	Not available	45.84%
Maintenance of Play ground	Well maintained	35%
	Not well maintained	65%
Library	Having newspaper	37.5%
	Having magazines and books including story books	79.16%
	Books issued to students/ Students using Library	34.16%
Boundary wall	Complete	79.16%
	Incomplete	20.84%

Table 2 indicates that in 76.66% schools, the classrooms were available as per RTE norms that students and classroom ratio is 1: 30; in 74.16% schools the classrooms were well lit and having fans, CFL/ tubes in required numbers; and 78.33% classrooms were well ventilated having proper windows and vents. Regarding quality of blackboards, well painted and having proper size blackboards available in 84.16% schools and in 77.5% schools matter written on blackboard was visible to students from all sides of the classroom. Drinking water facility was although available in all the schools, but only 58.33% schools have water supply from water works; only 56.66% schools have good quality water while in 43.34% schools the water quality was not good; and water filters/ water coolers were installed in 25.83% of the visited schools. In 90.83% schools separate toilets for boys and girls are available and in 9.17% schools, there was no separate toilet for girls. Only 54.16% schools had playground and out of this only 35% schools have a well maintained playground. In the case of library facilities only 37.5% schools have newspapers; 79.16% schools had magazines and books, including story books; and books issued to students or students

using the library only in 34.16% schools. Only 79.16% of schools have a complete boundary wall.

4.2. Student Enrolment Related Indicators:

RTE - SSA emphasise enrolment of all children of 6-14 years age in the school. The data for enrolment on gender and category basis is collected from selected 120 schools and presented in table 3.

Table 3: Details of Enrolment of Students in Schools as per RTE- SSA

Categories of Enrolment of Students	Detail of Categories	%age of enrolment in 80 schools
Enrolment of Students Gender basis	Male	51.93%
	Female	48.07%
Enrolment of students category wise	SC	66.71%
	BC	20.24%
	GEN	13.05%
SC students enrolment – Gender basis	Boys	51.18%
	Girls	48.82%
BC students enrolment – Gender basis	Boys	50.07%
	Girls	49.93%
GEN students enrolment - Gender basis	Boys	50.41%
	Girls	49.59%
Student- Classroom ratio (RTE norms 1: 30)	1: 30	84.16%
	More than 1: 30	15.84%

From table 3, it is evident that there was not much difference in the enrolment of boys and girls, but it clearly indicate that enrolment of schedule caste category students (66.71%) is much more higher than the enrolment of backward class category (20.24%) and general category students (13.05%) in Govt. schools of Punjab. There is a clear decrease in the enrolment percentage of general category students in Govt. schools. More percentage of boys was enrolled in the schools than the girls in all categories i.e. schedule caste, backward class and general category. Out of all the sampled schools 84.16% of schools had student- classroom ratio less than or equal to 1: 30 but 15.84% of schools have student- classroom ratio more than 1: 30.

4.3. Teacher Related Indicators:

RTE & SSA promise for the provision of all- weather building consisting of at least one class- room for every teacher and an office- cum- store- cum- head teacher's room. The data for classroom- teacher ratio; pupil teacher ratio; and single teacher schools; is collected from selected 120 schools and presented in table 4.

Table 4: Details of Classroom - Teacher and Pupil - Teacher Ratio in Schools as per SSA (RTE)

Intervention	Detail of intervention	%age of schools
Classroom- Teacher Ratio	Classroom- teacher ratio as per RTE norms	85%
	Not as per RTE norms	15%
Pupil Teacher Ratio	PTR as per RTE norms (1:30)	71.66%
	Pupil- teacher ratio not as per RTE norms	28.34%
Single teacher schools	One teacher in schools	7.5%
Only Male teacher	Only Male teacher schools	17.5%

schools		
Only Female teacher schools	Only Female teacher schools	32.5%
Teaching learning equipment	Teaching learning equipment available for each class, as required	49.16%

Table 4 clearly indicates that out of selected 120 schools in six districts of Punjab only 85% schools were following the classroom- teacher norms under RTE while 15% of schools still did not have the classroom- teacher ratio according to RTE. 71.66% schools follow RTE norms for pupil- teacher ratio, while there was a big percentage, i.e. 28.34% schools which were not following RTE norms for pupil-teacher ratio. Only 7.5% of schools were single teacher schools and there were 17.5% of co-educational schools which did not have any female teachers at all and 32.5% of the schools have only female teachers. The availability of teaching – learning, supporting material in good condition for all classes was only in 49.16% schools.

According to RTE norms up to sixty students; two teachers, between sixty-one to ninety students; three teachers, between ninety-one to one hundred and twenty students; four teachers, between one hundred and twenty-one to one hundred and fifty students; five teachers and above one hundred and fifty children; five teachers plus one head- teacher, above two hundred teachers; pupil- teacher ratio (excluding head-teacher) shall not exceed forty. As per data only 71.66% schools were following these norms of pupil teacher ratio.

4.4. Mid -Day Meal Related Indicators

Mid day meal is one of the important indicators of SSA & RTE. Availability of kitchen sheds in schools and the quality and availability of cooked food in the schools is the most important objective of SSA and RTE under which the major components are:

- Regularity of the mid- day meal;
- timeliness in procurement of good quality ingredients &fuel;
- implementation of varietal menu & social equality;
- gender equality; and
- kitchen shed for cooking.

Table 5: Detail of Mid Day Meal Scheme Provisions in Schools

Mid Day Meal Provisions	Detail of Provisions	%age of schools
Availability of Kitchen Shed	Complete Kitchen shed in good condition	95%
Fuel used	Cylinder (LPG)	57.5%
	Wood & others	42.5%
Cleanliness of Kitchen	Well cleaned	59.16%
	Not well cleaned	40.84%
Cooked hot meal in recess	Served to students	100%
	%age of students having MDM	100%
Quality of MDM	Good quality (from students opinion)	80%
	Not Good quality (from students opinion)	20%
Food served in disciplined manner	Disciplined Manner under supervision of teachers	78.33%
	Less supervision by teachers	21.67%

Social and Gender Discrimination	Discrimination on Caste or Gender basis	(Not at all) 0%
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From table 5, it is clear that all of the visited government schools were providing mid day meal to all the students in the lunch hour, which was being cooked in the school premises. Out of these 95% of schools had complete kitchen sheds; 57.5% of schools were using gas cylinder to cook while 42.5% schools were using wood as fuel to cook food, however all schools have the connection of gas cylinders. Only 59.16% schools have well cleaned kitchens while 40.84% schools did not have well cleaned/ well maintained kitchens. As per the statements and personal observation of the investigator, the quality of food is good in 80% schools and in 20% schools, students complained about non tasty vegetables and pulses, much salty, less cooked cold meal, overcooked rice, and burned chapattis. In 78.33% schools, teachers were taking personal attention while serving MDM to students in a disciplined manner. All present students were served MDM without any discrimination on gender or caste basis in the school premises.

5.0. Conclusions and Discussion of Results:

In the union budget of the year 2013- 14, Government of India has allocated 27, 258 crores (in rupees) for Sarva-Shiksha -Abhiyan and interventions under Right to Education. But still, a lot is needed as more rooms are needed to be constructed in 23.34% visited schools. The quality of other infrastructural facilities needs to be taken care of particularly for the quality of blackboards and lightening of the rooms.

Source of drinking water in schools of Punjab is mainly tap water or hand pump; in 41.67% of schools, the source of drinking water is hand pump, and in most of the cases the ground water is not good. Quality of drinking water in 43.34% of the schools of Punjab is poor, which should be a serious concern for the Govt. to improve. As per ASER (2012), in all the states of India 80.82 rural primary schools have separate toilets for girls whereas as per the visited schools in Punjab, 90.83% primary schools are having separate toilets for girls, however all the schools have toilets. In comparison with the national standards on infrastructure, i.e. classrooms, drinking water facility and separate toilets for girls; the state of Punjab has a good position, but the deficiencies like black boards, lightening of classrooms maintenance of playgrounds and drinking water quality need to be addressed to facilitate equal and quality education to all.

As per ASER (2012), the enrolment of boys and girls in primary schools in 2011- 12 was found to be 51.39% and 48.61% respectively in rural areas in all the states of India, whereas for Punjab it was found to be 55.16% boys and 44.84% girls in rural area; the results of the present study shows somewhat different trends in the visited six districts that 51.93% boys and 48.07% girls. The enrolment ratio on the Gender basis is almost similar to the national average. The enrolment of Schedule Caste students was very encouraging in these six districts as 66.71% is the enrolment to the total population which is quite high than the national average of 21.16% in all the rural of states as per ASER (2012) . Enrolment of SC girl students to total SC students was 48.82% in the sampled districts which is almost at par with the national average of 48.48% in rural areas of all the states of India and somewhat high than the overall average of Punjab state as it was 46.32% in rural areas. The enrolment of Backward Class students was 20.24% and of General Category students was 13.05% in the sampled schools.

In rural areas, 7.5% schools were single teacher schools in Punjab, 17.5% schools have no female teacher, however schools are co-educational and in 32.5% of the schools there was no male teacher; in coeducational schools. Female teachers should be appointed in all schools, so, that girls can share their problem freely to female teachers. It's not good on the part of state that there were single teacher schools and this led to the problem that no one is there to take care of the student's on the day of teachers' absence. The teaching - learning supporting material was available in good condition only in 49.16% schools which need to be addressed immediately. As quality and condition of the prepared teaching learning material was not up to the mark.

Overall Pupil – Teacher ratio of India in 2011-12, is not as per SSA (RTE) guidelines in 39.57% of rural schools at national level; in the case of Punjab PTR was more than 1:30 in 29.57% of rural schools (ASER, 2012). For the sampled schools, it was not as per SSA (RTE) guidelines in 28.34% rural schools. There is need to lower down the PTR as per guidelines of SSA; so, best education can be provided to students.

According to ASER (2012), in all the states of India 63.42% schools in rural areas had kitchen sheds. In the state of Punjab, the kitchens shed were constructed in all the schools; in the 95% of sampled schools, the kitchen sheds were complete having doors, windows, storage space and storage bins. LPG was used as cooking fuel in all the schools, but in some schools due to shortage of LPG other fuels like firewood and cow dung was used to cook food. No major problem related to the cooking of food and distribution of food was observed; no instance of discrimination on the basis of gender or caste basis was observed or reported by any student. Need is to take care of the kitchen cleanliness as it is poor in 40.84% of the schools; and to make the food tastier and varietal.

Punjab has an excellent infrastructure framework in the form of road and rail up to remote villages but education system still needs improvement. SSA is working for the betterment of the school education, but still there are some gaps in fulfilling the objectives of SSA and these loopholes need to be looked into urgently. Otherwise, these will halt the effective working of this programme.

In a number of schools, student- classroom ratio was more than 1: 30 and enrolment in single teacher school was still very large. Although the pupil teacher ratio seems normal but it is observed that majority of the schools had Sikhya provider who, along with regular teachers in these schools are guiding the students, regular and well educated teachers' need to be appointed.

No doubt, SSA implementation has increased the percentage of girls and even SC students in the schools, but there was a higher percentage of SC students enrolled than BC and general category students and this shows that general category students are less interested in coming to government primary schools. Drinking water facility need to be improved in the schools, but still majority of schools are still dependent on the ground water, which is heavy and many of these schools do not have filters installed in the school campus, which is a great cause of concern for the health of students. The majority of the schools has now constructed separate toilets for boys and girls, but still there is a need to increase girls' toilets in schools. Games and sports are a major component for the development of the personality of child, but it was observed that a very less number of schools have their well maintained playground hence physical activity of students need to be taken care of to fulfil all the objectives of Right to Education.

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