

# IMPLEMENTATION OF NORMS AND STANDARDS OF SCHOOLS ACCORDING TO RIGHT TO EDUCATION ACT 2009

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## Abstract

All other human rights cannot be realized without education, which is a fundamental human right. It is a fundamental right that enables a person to live with dignity. Education produces workers for various economic sectors. India is home to the greatest concentration of illiterate people worldwide, according to UNESCO data. India has the greatest rate of child labor worldwide, and the primary cause of this is the great majority of Indians do not have access to formal education. Education's main purpose is to liberalize a youngster and give them power. All things considered, education is a special investment in both the now and the future. The National Policy on Education is based on this fundamental idea. In our nation, every child now has the fundamental right to an education, or right to RTE. The Indian government established free and compulsory education for children aged 6 to 14 as a fundamental right. The purpose of compulsory education is to "protect" children's right to an education because, when this need is ignored due to neglect or ignorance, children are unable to exercise their right to an education on their own. Kids should be allowed to experience childhood to the fullest. How can the structure be proper if the base is improper? On April 1, 2010, children's rights to free and compulsory education went into effect. For the people of India, today is historic because, as stipulated by Article 21(A) of the Indian Constitution, the right to education will now have the same legal standing as the right to life. In India, this Act will guarantee free education for almost 92 lakh students. Every kid has the right to a high-quality primary education under the RTE Act. The collaboration of multiple departments at various levels is the main focus of this act. It also provides a donation-free atmosphere and does away with parent and kid interviews. In order to help potential teachers reach some of their goals in an uncertain future, this research serves to clarify why education quality is increasingly important and why they should be aware of the fundamental rights to an education.

**Keywords:** Right to Education Act, National Policy on Education, child labor, education quality, fundamental rights of education.

## Introduction

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) was passed by the Indian parliament on 4th August 2009. It describes the modalities of the provision of free and compulsory education for children between 6 and 14 years in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1st April 2010. India is a democratic and socialist state. It has taken several measures towards becoming a socialist state. One of them providing education. India believes that through education we can build a socially equal and economically stronger nation as education builds creators of knowledge and consequently creators of wealth. Even the Prime Minister of India, Dr. Manmohan Singh emphasized that if we nurture our children and young people with right education, India's future as strong and prosperous country is secure. These words imply that education is a must. Though school education is one of the basic needs of human beings, India has not been able to provide education to all the children of school going age, in spite of elementary education being made compulsory up to the age of fourteen years. For several reasons, a good number of children are out of school. If we want all children of school going age in the school, there is a need for an Act. Therefore, a series of attempts have been made towards the Act and sports equipment.

## Provisions of the RTE Act

With the backdrop of the functions mentioned above, a detailed discussion on selected provisions of the Act and their implementation is presented in the following pages.

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### **Monitoring Norms and Standards of Schools**

This is one of the ways of ensuring minimum facilities in schools. For recognition of any school, it is necessary that it fulfills the norms and standards specified in the schedule as indicated under Section 19 in relation to number of teachers, building, minimum number of instructional hours, minimum number of working hours per week per teacher, teaching learning equipment, library, play materials, games and sports equipment. It is the responsibility of government or local authority to monitor the norms and standards of the school before granting recognition. If it is already granted prior to 1<sup>st</sup> April 2010, then within a period of three years they have to fulfill the norms otherwise their recognition will be withdrawn. These norms and standards do reflect the quality of Elementary Education. Therefore, it is binding on the part of the administrators to monitor the schools.

### **Monitoring Free and Compulsory Education**

Section 3, 4 and 5 of the Act deals with the Right of the Child to Free and Compulsory Education. Accordingly, every child of the age 6-14 years is entitled for free and compulsory education, in age appropriate class, in a neighbourhood school till the completion of elementary education. This expects the authorities to see that no fee is charged and child should be free from incurring expenditure for elementary education. The Act also says that in case of need for change of school by the child, the admission in another school should not be stopped or delayed for want of Transfer Certificate (TC). This shows that the school should issue TC immediately and ensure admission of the child.

As per Section 29(f) medium of instruction shall, as far as practicable, be in child's mother tongue. According to NCF, (2005), at primary stage, child's languages must be accepted as they are. It also states that children from disadvantaged background especially first generation learners, do not feel accepted by the teacher, and cannot relate to the textbook. Children come to school with different dialects. If mother tongue is to be ensured at least at the primary level, it demands appointment of teachers who know the dialect of the children. In other words, the teachers who are from the vicinity of the school are to be appointed as teachers as they can transact in the language of the child and provide support in understanding what is being taught. Therefore, a policy has to be formulated by the government regarding appointment of teachers to primary schools based on the dialect of the child and the language known by the teacher. This, to some extent may also reduce feeling of the children that they are not accepted by the teachers.

### **Ensuring Accessibility of Schools**

This makes the school accessible to the child in terms of social and physical access ensuring quality of access. It has been a norm that primary school should be available within a radius of one kilometer distance and upper primary within a radius of three kilometers distance from the habitation of the child. It is also expected that no danger or threat is posed to the child enroute to school. Though the distance may vary depending on the terrain and physical feature, there are some schools even today which pose danger on the way to school like hanging bridge, river, lonely area, forest, tank bunds etc. How are children protected from these hazards if we want all children to be in the school? Accessibility is not only in terms of physical access but also in terms of quality of access (SSA, 2011) in relation to classroom, furniture, light and ventilation, building design, teacher-pupil ratio, blackboard, ramp, toilet, including, social access where children of all categories are treated equally creating opportunities for mixing of children irrespective of differences.

According to Section 6 of the Act, it is the responsibility of the appropriate government and local authority to establish a school within the specified limits and within a period of three years. Every government has to define its limits of neighborhood which may vary depending on various factors. If the hamlets are small or child has the disabilities, the limits of neighborhood can be relaxed and the government may provide the required facility for completing Elementary Education. This necessitates school mapping, to identify a centrally located place or an appropriate location to set up a school which would be accessible to all children of age of 6-14 years.

### **Monitoring of Child's Right to Education**

Safeguarding the right of the child is as important as making provision of right. If every child has to enjoy the Right to Education, proper monitoring is very much needed. Monitoring should ensure access and quality of elementary education. According to Section 31 of the Act, appropriate government has to take necessary steps to receive complaints and decide the matter regarding the violation of child rights.

### **Training Facility for Teachers**

Section 8 and 9 of the Act specifies that appropriate government and every local authority shall provide training facility for teachers and Section 7 (6) states that central government shall develop and enforce standards for training of teachers. Achieving the goal of Universalization of Elementary education demands that the teachers are empowered to meet their classroom challenges. One of the ways of doing this is by training them. This is very much required for preparing instructional materials to handle age appropriate classes, to practice continuous comprehensive evaluation, to maintain records of the children, to understand rules and regulations which fall under RTE Act and such other areas that help them

to discharge their duties meaningfully. Therefore, the appropriate government has to plan for training of teachers without which teachers may find it difficult to face the heterogeneous classes in terms of learning. This necessitates an appropriate training design which is flexible and need based. It should be of immediate concern as all the children of 6–14 years will be in school shortly.

## MATERIAL AND METHODS:

A cross sectional Study was done. 360 study subjects ( teachers) were included in this study by using cluster sampling technique in various schools in Visakhapatnam district during the period of 2016 to 2020.

### Reliability and Validity:

The reliability of a test can be established by different methods. However, the popular methods are test-retest method, parallel form method, split-half method and method of rational equivalence. For the purpose of the present study the split-half method was adopted.

The split-half reliability co-efficient for the Implication of RTE Act 2009 scales as perceived by teachers was 0.86 and for the validity of the scale it is based on the content and construct validity. As an instance of construct validity, the scale is correlated with number of other dimensions and found the obtained correlations statistically significant.

### Data Collection

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The investigator collected data on the Status and Implication of Right to Education Act 2009 as perceived by the teachers. The data collected through questionnaire was used for analytical purposes.

### Statistical Analysis:

All Statistical Analysis was done by using SPSS software version 20.0 and Ms Excel-2007

Descriptive data was presented as mean± Standard deviation and percentages .Data also tabulated and graphically represented.

ANOVA was used to compare the mean of deferent groups. For all Statistical analysis  $p < 0.05$  was considered as Statistically significant

## RESULTS AND DISCUSSION

### Norms and Standards of Schools

This is one of the ways of ensuring minimum facilities in schools. For recognition of any school, it is necessary that it fulfills the norms and standards specified in the schedule as indicated under Section 19 in relation to number of teachers, building, minimum number of instructional hours, minimum number of working hours per week per teacher, teaching learning equipment, library, play materials, games and sports equipment. It is the responsibility of government or local authority to monitor the norms and standards of the school before granting recognition. If it is already granted prior to 1<sup>st</sup> April 2010, then within a period of three years they have to fulfill the norms otherwise their recognition will be withdrawn. These norms and standards do reflect the quality of Elementary Education. Therefore, it is binding on the part of the administrators to monitor the schools.

**Table : 1: Provision on Monitoring Norms and Standards of Schools**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
1	Adequate facilities existed in the school for conduct of activities	278	77.22	69	19.17	13	3.61
2	Sufficient accommodation for teaching learning purposes.	269	74.72	64	17.78	27	7.50
3	Enough outlet taps for drinking water is provided for students	254	70.56	78	21.67	28	7.78

4	Using sports material by the students	290	80.56	52	14.44	18	5.00
5	Sufficient place for conduct of assembly	196	54.44	85	23.61	79	21.94
6	Proper environment at the school level	204	56.67	71	19.72	85	23.61
7	Having sufficient water facilities at the school level	273	75.83	69	19.17	18	5.00
8	Providing financial support to the teachers by the management / SSA to purchase and utilize the requisite material	226	62.78	77	21.39	57	15.83
9	The school purchases TLM from time to time.	245	68.06	75	20.83	40	11.11
10	Provision for free access of internet to the teachers for academic purpose.	141	39.17	99	27.50	120	33.33
11	Infrastructural facilities are good in the school	263	73.06	80	22.22	17	4.72
12	Having conducive atmosphere in the classrooms.	148	41.11	127	35.28	85	23.61

- It was noticed that, 77% of the respondents stated that, Adequate facilities existed in the school for conduct of activities,
- 75% of the respondents stated that, Sufficient accommodation for teaching learning purposes,
- 71% of the respondents stated that, Enough outlet taps for drinking water is provided for students,
- 80% of the respondents stated that, Using sports material by the students 54% of the respondents stated that, Sufficient place for conduct of assembly
- 57% of the respondents stated that, Proper environment was existed at the school level
- 76% of the respondents stated that, Having sufficient water facilities at the school level
- 63% of the respondents stated that, Providing financial support to the teachers by the management / SSA to purchase and utilize the requisite material,
- 68% of the respondents stated that, The school purchases TLM from time to time,
- 39% of the respondents stated that, Provision for free access of internet to the teachers for academic purpose,
- 73% of the respondents stated that, Infrastructural facilities are good in the school and
- 41% of the respondents stated that, Having conducive atmosphere in the classrooms.

### **Practicing Child Centered Pedagogy**

It is expected of the Act under Section 29(2) that while teaching, the schools will consider child centered teaching learning process, wherein the child will learn through activities, discovery and exploration, in a child friendly manner as far as practicable in child's mother tongue. If this is to be implemented, there is a need to provide adequate training to teachers in executing child centered pedagogy and helping the child to construct his/her knowledge. Unless practical oriented training is given to teachers, it becomes difficult to follow child centered pedagogy. This requires the authorities to organize orientation programmes for the teachers on child centered pedagogy.

**Table : 2. Provision on Practicing Child Centered Pedagogy**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
1	Trying to complete the syllabus as per norms	272	75.56	61	16.94	27	7.50
2	Prescribed syllabus helping the students positively for their all-round development	257	71.39	60	16.67	43	11.94
3	Covering the syllabus for each class is helping the students to improve their knowledge and skills	199	55.28	81	22.50	80	22.22
4	Involving the students in the preparation of TLM	243	67.50	81	22.50	36	10.00
5	Participating actively in the community related school developmental activities	185	51.39	60	16.67	115	31.94
6	Using technology by the teachers while teaching	248	68.89	94	26.11	18	5.00
7	conducting revision exercises	259	71.94	81	22.50	20	5.56
8	Using other books than the prescribed for teaching	244	67.78	60	16.67	56	15.56
9	Using Black Board very effectively for the benefit of learners	230	63.89	49	13.61	81	22.50
10	Adopting appropriate and proper teaching and learning appliance by the teachers	254	70.56	78	21.67	28	7.78
11	Conducting whole class activities at school level for the benefit of students	172	47.78	112	31.11	76	21.11
12	Encouraging the students for active participation in the teaching learning process	244	67.78	82	22.78	34	9.44
13	Following evaluation procedure to estimate the learning performances and also to take up remedial measures	227	63.06	96	26.67	37	10.28
14	Working days prescribed in the academic year are sufficient for teaching	175	48.61	80	22.22	105	29.17
15	Conducting competitions in the school regularly in making the students enjoy and benefit.	227	63.06	101	28.06	32	8.89
16	Aware of district/state/ national /international competitions and encouraging the student for active participation	231	64.17	82	22.78	47	13.06
17	Recording the achievements of the students and encouraging	263	73.06	71	19.72	26	7.22
18	Giving importance to Project activities in teaching.	250	69.44	88	24.44	22	6.11

19	Giving importance to child centered practices more at school level in teaching school subjects.	234	65.00	97	26.94	29	8.06
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- It was noticed that, 76% of the respondents stated that, Trying to complete the syllabus as per norms,
- 71% of the respondents stated that, Prescribed syllabus helping the students positively for their all-round development,
- 55% of the respondents stated that, Covering the syllabus for each class is helping the students to improve their knowledge and skills,
- 51% of the respondents stated that, Participating actively in the community related school developmental activities,
- 69% of the respondents stated that, Using technology by the teachers while teaching,
- 72% of the respondents stated that, conducting revision exercises,
- 68% of the respondents stated that, Using other books than the prescribed for teaching,
- 64% of the respondents stated that, Using Black Board very effectively for the benefit of learners,
- 71% of the respondents stated that, Adopting appropriate and proper teaching and learning appliance by the teachers,
- 48% of the respondents stated that, Conducting whole class activities at school level for the benefit of students,
- 68% of the respondents stated that, Encouraging the students for active participation in the teaching learning process,
- 63% of the respondents stated that, Following evaluation procedure to estimate the learning performances and also to take up remedial measures,
- 49% of the respondents stated that, Working days prescribed in the academic year are sufficient for teaching,
- 63% of the respondents stated that, Conducting competitions in the school regularly in making the students enjoy and benefit,
- 64% of the respondents stated that, Aware of district/state/ national /international competitions and encouraging the student for active participation and
- 73% of the respondents stated that, Recording the achievements of the students and encouraging
  - 69% of the respondents stated that, Giving importance to Project activities in teaching,
  - 65% of the respondents stated that, Giving importance to child centered practices more at school level in teaching school subjects,

### Training Facility for Techers

Section 8 and 9 of the Act specifies that appropriate government and every local authority shall provide training facility for teachers and Section 7 (6) states that central government shall develop and enforce standards for training of teachers. Achieving the goal of Universalization of Elementary education demands that the teachers are empowered to meet their classroom challenges. One of the ways of doing this is by training them. This is very much required for preparing instructional materials to handle age appropriate classes, to practice continuous comprehensive evaluation, to maintain records of the children, to understand rules and regulations which fall under RTE Act and such other areas that help them to discharge their duties meaningfully. Therefore, the appropriate government has to plan for training of teachers without which teachers may find it difficult to face the heterogeneous classes in terms of learning. This necessitates an appropriate training design which is flexible and need based. It should be of immediate concern as all the children of 6–14 years will be in school shortly.

**Table :3. Provisions for Training Facility for Teachers**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
1	All school teachers are possessing the requisite professional qualifications as per the norms	279	77.50	67	18.61	14	3.89
2	Participating actively in in-service training programmes when organized.	278	77.22	49	13.61	33	9.17
3	Participate in workshop, seminars and conferences to equip more knowledge.	289	80.28	59	16.39	12	3.33

It was noticed that, 78% of the respondents stated that, all school teachers are possessing the requisite professional qualifications as per the norms, 77% of the respondents stated that, Participating actively in in-service training programmes when organized and 80% of the respondents stated that, Participate in workshop, seminars and conferences to equip more knowledge.

### **Age Appropriate Classroom**

**Table : 4. Provisions for Age Appropriate Classroom**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
1	Giving admission to the children so far who have not admitted or even could not complete elementary education in an appropriate classes basing on his age	259	71.94	70	19.44	31	8.61
2	Allowing the children for transfer to another school for completion of their elementary education what ever be the reason may be.	286	79.44	63	17.50	11	3.06
3	allowing the children hailing from another school for admission in to the school without having any transfer certificate	269	74.72	72	20.00	19	5.28
4	Giving admission for the students who are to producing any age proof evidences.	218	60.56	86	23.89	56	15.56
5	Allowing the students for admission into the classes, even after the last date.	216	60.00	84	23.33	60	16.67

- It was noticed that, 72% of the respondents stated that, Giving admission to the children so far who have not admitted or even could not complete elementary education in an appropriate classes basing on his age,
- 79% of the respondents stated that, allowing the children for transfer to another school for completion of their elementary education what ever be the reason may be,
- 73% of the respondents stated that, allowing the children hailing from another school for admission in to the school without having any transfer certificate,
- 61% of the respondents stated that, Giving admission for the students who are to producing any age proof evidences and
- 60% of the respondents stated that, allowing the students for admission into the classes, even after the last date

### Ensuring Accessibility of Schools

This makes the school accessible to the child in terms of social and physical access ensuring quality of access. It has been a norm that primary school should be available within a radius of one kilometer distance and upper primary within a radius of three kilometers distance from the habitation of the child. It is also expected that no danger or threat is posed to the child enroute to school. Though the distance may vary depending on the terrain and physical feature, there are some schools even today which pose danger on the way to school like hanging bridge, river, lonely area, forest, tank bunds etc. How are children protected from these hazards if we want all children to be in the school? Accessibility is not only in terms of physical access but also in terms of quality of access (SSA, 2011) in relation to classroom, furniture, light and ventilation, building design, teacher-pupil ratio, blackboard, ramp, toilet, including, social access where children of all categories are treated equally creating opportunities for mixing of children irrespective of differences.

According to Section 6 of the Act, it is the responsibility of the appropriate government and local authority to establish a school within the specified limits and within a period of three years. Every government has to define its limits of neighborhood which may vary depending on various factors. If the hamlets are small or child has the disabilities, the limits of neighborhood can be relaxed and the government may provide the required facility for completing Elementary Education. This necessitates school mapping, to identify a centrally located place or an appropriate location to set up a school which would be accessible to all children of age of 6-14 years.

**Table : 5. Provisions for Ensuring Accessibility of Schools**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
1	Access to Free education in the schools is encouraging and more favorable	278	77.22	58	16.11	24	6.67
2	Providing scholarships for poor students	148	41.11	89	24.72	123	34.17
3	Running of Mid Day Meal Programme very effectively.	129	35.83	90	25.00	141	39.17
4	Encouraging the students by providing text books	203	56.39	78	21.67	79	21.94
5	Allowing students to use the library regularly	278	77.22	69	19.17	13	3.61
6	Allowing students to use equipment in the laboratory to get first hand experience	264	73.33	54	15.00	42	11.67

- It was noticed that, 77% of the respondents stated that, Access to Free education in the schools is encouraging and more favorable,
- 41% of the respondents stated that, Providing scholarships for poor students,
- 36% of the respondents stated that, Running of Mid Day Meal Programme very effectively,
- 56% of the respondents stated that, Encouraging the students by providing text books,
- 77% of the respondents stated that, Allowing students to use the library regularly and
- 73% of the respondents stated that, Allowing students to use equipment in the laboratory to get first hand experience

**Table - 4.25: Mean, SD, and 't'/F Values on the perceptions of Teachers with respect to Infrastructural Facilities aspects at Elementary level**

Variable	Category	N	Mean	SD	t/F-value	p-value
Gender	Male	182	41.71	7.45	0.31 <sup>NS</sup>	0.75

	Female	178	41.95	6.71		
Caste	BC	154	40.23	7.73	5.48**	0.00
	SC	37	42.14	5.68		
	ST	123	43.61	6.46		
	OC	46	42.20	6.37		
Religion	Hindu	324	41.80	7.09	0.04 <sup>NS</sup>	0.96
	Christian	29	42.21	7.21		
	Muslim	7	41.71	7.41		
Management	Government	258	41.94	7.17	0.63 <sup>NS</sup>	0.60
	Municipal	55	41.00	6.55		
	Private	15	43.60	6.79		
	Aided	32	41.22	7.69		
Locality	Urban	120	40.42	7.29	7.27**	0.00
	Rural	120	41.92	7.37		
	Tribal	120	43.65	6.18		
General Qualification	Inter	76	41.36	7.55	0.80 <sup>NS</sup>	0.45
	Graduation	188	42.28	7.25		
	Post Graduation	96	41.32	6.34		
Professional Qualification	D.Ed.,	114	41.56	7.57	0.09 <sup>NS</sup>	0.97
	B.Ed.,	223	41.93	7.00		
	M.Ed.,	16	42.19	5.92		
	TPT	7	42.14	4.26		
Teaching Experience	Below 10	154	40.74	6.91	10.45**	0.00
	10 to 20	155	43.67	6.88		
	Above 20	51	39.47	6.95		

\*\*Significant at 0.01, \*Significant at 0.05 level and NS: Not Significant

Table 4.25 observed that the mean perceptual scores of teachers with respect to Infrastructural Facilities at Elementary Level. the mean perceptual score of male category respondents was 41.71, whereas it is for the female category respondents was 41.95 and the SD values are 7.45 and 6.71 respectively. The derived t – value was 0.31 and the p-value was 0.75 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category respondents and they perceived similar opinion with respect to Infrastructural Facilities at Elementary Level.

With regard to **Caste**, the mean perceptual scores of teachers for BC category respondents was 40.23, it is for SC category respondents was 42.14, and it is for ST category respondents was 43.61, whereas it is for the OC category respondents was 42.20 and the SD values are 7.73, 5.68, 6.46 and 6.37. The 'F'-value was 5.48 and the p-value was 0.00, which was statistically significant at 0.01 level. This shows that, there is a significant difference in the perceptions of teachers based on their caste and ST category respondents perceived high perceptions with respect to Infrastructural Facilities at Elementary Level than that of BC, SC and OC category teachers.

With regard to **Religion**, the mean perceptual scores of teachers for Hindu religion category respondents was 41.80, and it is for Christian religion category respondents was 42.21, whereas it is for the Muslim religion category respondents was 41.71 and the SD values are 7.09, 7.21 and 7.41 respectively. The 'F' value was 0.04 and the p-value was 0.96, which was not statistically significant. This shows that, there is no significant difference in the perceptions of teachers based on their religion and they perceived similar opinion with respect to Infrastructural Facilities at Elementary Level. With regard to **Management**, the mean perceptual scores of teachers for Government school category respondents was 41.94, it is for Municipal school category respondents was 41.00, and it is for Private school category respondents was 43.60, whereas it is for the Aided school category respondents was 41.22 and the SD values are 7.17, 6.55, 6.79 and 7.69. The 'F'-value was 0.63 and the p-value was 0.60, which was statistically not significant. This shows that, there is no significant difference in the perceptions of teachers based on their school management and they perceived similar opinion with respect to Infrastructural Facilities at Elementary Level.

With regard to **Locality**, the mean perceptual scores of teachers for urban area category respondents was 40.42, and it is for rural area category respondents was 41.92, whereas it is for the tribal area category respondents was 43.65 and the SD values are 7.29, 7.37 and 6.18. The 'F'-value was 7.27 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that, there is a significant difference in the perceptions of teachers based on their locality and tribal area category respondents perceived high perceptions with respect to Infrastructural Facilities than that of urban and rural area category respondents.

With regard to their **General Qualification**, the mean perceptual score of Inter qualified category respondents was 41.36 and Graduation qualified category teachers was 42.28 whereas it was for Post-Graduation qualified category teachers was 41.32 and the SD values are 7.55, 7.25 and 6.34. The derived F – value was 0.80 and the p-value was 0.45, which was not significant. This shows that, there is no significant difference between the perceptions of teachers based on their general qualification and they perceived similar opinion with respect to Infrastructural Facilities at Elementary Level. With regard to their **Professional Qualification**, the mean perceptual score of D.Ed., qualified category respondents was 41.56 and B.Ed., qualified category teachers was 41.93, and it was for M.Ed., qualified category respondents was 42.19, whereas it was for TPT qualified category teachers was 42.14 and the SD values are 7.57, 7.00, 5.92 and 4.26. The derived F – value was 0.09 and the p-value was 0.97, which was not significant. This shows that, there is no significant difference in the perceptions of teachers based on their professional qualification and they perceived similar opinion perceptions with respect to Infrastructural Facilities at Elementary Level.

With regard to their **Teaching Experience**, the mean perceptual score of teachers for below 10 years experience category was 40.74 and 10 to 20 years teaching experienced category teachers was 43.67 whereas it was for the above 20 years teaching experience category teachers was 39.47 and the SD values are 6.91, 6.88 and 6.95 respectively. The derived F – value was 10.45 and the p-value was 0.00 which was significant at 0.01 level. This shows that, there is a significant difference in the perceptions of teachers based on their teaching experience and 10 to 20 years teaching experienced teachers perceived high with respect to Infrastructural Facilities at Elementary Level than that of below 10 and above 20 years teaching experienced teachers.

## CONCLUSION

The Right to Education Act (RTE Act ) passed by the Indian Government in 2009, is undoubtedly a significant landmark in the history of Indian Education System. This Act made revolutionary changes in the traditional System by making the education upto 14 years of age for every child as a fundamental right in India. This act has imposed so many vital role and responsibilities upon the Government both Central and State, parents, guardians, teachers and Headmasters. Due to this Act, the role of the teachers and Head Teachers is extended to perform effectively with regard to admissions, retention, achievement and completion of Elementary Education

Accessibility is one of the important factor for school children. Majority of students felt that the schools are more accessible to them. Accessibility is not only in terms of physical quality , access (SSA, 2011) in relation to classrooms, furniture, light and ventilation, teacher –pupil ratio, toilets, including social access where children of all categories are treated equally created opportunities for mixing of children irrespective of differences. According to Section 6 of the Act, it is the responsibility of the authorities and the administration to observe the provision of accessibility of all the requisites with quality then only the regularity and progress of the school would enhance.

The RTE Act is not only applicable to the government schools but also to the schools managed by the private. According to the RTE Act, 25 percent of seats are to be allotted to the children from the lower strata in the private schools. This is not followed by the Private managements because of lack of stringent action taken by the government. Hence, the authorities must take initiative action in this regard. If the seats as per the Act are to be filled with down trodden children at the private school level, the rate of effective implementation of the RTE Act would be higher.

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