

AN EVALUATION OF PUPIL-TEACHER RATIO IN PRIMARY SCHOOLS OF HARYANA WITH SPECIAL REFERENCE TO “RIGHT TO EDUCATION ACT, 2009”

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ABSTRACT

The present study was an attempt to evaluate pupil-teacher ratio in primary schools with special reference to RTE Act, 2009. For this purpose ten primary schools from two district of Haryana were selected. Using a self developed questionnaire a descriptive survey was done in the schools. It was found that norms regarding pupil teacher ratio were fulfilled in primary schools up to great extent. But it is the requirement of the modern time to implement the act to full extent and maintaining norms of P-T ratio in all the schools. Otherwise quality of education will be adversely affected.

INTRODUCTION

Education is a fundamental need of civilised society. Education is fundamental education which is essential for human being to cope-up with basic life necessities. “The original article 45 in directive principles of state policy in constitution mandated the state to endeavour to provide free and compulsory education to all children of age group 6 to 14 in time period of 10 years”. Various educational programmes has been planned and implemented for successful Universalization of Elementary education.

The Constitution (Eighty sixth Amendment) Act, 2002 inserted Article 21 –A in the Constitution of India to provide free and compulsory education of all the children in the age group of six to fourteen years as a Fundamental Right in such a manner as the state may, by law, determine. In September 2008 Rajya Sabha passed a bill “The Right of Children to free and compulsory education Act, 2009” which was further passed by Lok Sabha in July 2009. Finally the act was notified as a law in The Gazette of India on 27 of august 2009.

RTE mandates some fixed norms and standards for pupil teacher ratio in primary schools as described below:

Admitted children	Up to 60	61-90	91-120	121-200	Above 150	Above 200
Teachers	02	03	04	05	05+1 head teacher	PTR(excluding head teacher shall not exceed 40)

JUSTIFICATION OF THE STUDY

According to report mentioned in publication “1st year of RTE Act, 2009” by Department of School Education and Literacy, MHRD, status report pupil teacher ratio in elementary schools of Haryana during 2009-10 was:

% of primary school with PTR>30	48
% of upper primary school with PTR>35	31
Districts with PTR>30	6

(Source DISE)

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Despite of enormous efforts condition is not much good. Some studies have been conducted for evaluating implementation of RTE. Despite of implementation of various policies and actions goal of achieving adequate PT ratio in all elementary schools has not been attained. The present study is a genuine attempt to find out pupil teacher ratio in primary schools of Haryana with special reference to the norms mentioned in RTE Act, 2009.

OBJECTIVES OF THE STUDY

1. To find out pupil teacher ratio in primary school of Haryana for session 2012-13.
2. To find out pupil teacher ratio in primary school of Haryana for session 2013-14.
3. To find out pupil teacher ratio in primary school of Haryana for session 2014-15.
4. To what extent norms related to pupil teacher ratio in primary schools of Haryana has been fulfilled with reference to RTE Act, 2009.

METHODOLOGY

For present study, the investigator decided to adopt descriptive survey method.

SAMPLE

Out of whole state of Haryana including 22 districts, the investigator selected one district of Ambala division (Ambala) along with one district of Rohtak division (Karnal) randomly. From each district 5 schools providing primary education were selected by using lottery method. One head teacher from each school was selected as respondent. Thus, in total 2 districts, 10 schools and 10 head teachers comprised the sample.

TOOLS USED

A self developed questionnaire was used to examine the norms of pupil teacher ratio in primary schools. All the items were examined with reference to Right to Education Act, 2009.

STATISTICAL TECHNIQUES USED

Percentage and frequency distribution.

ANALYSIS AND INTERPRETATION

The collected data has been analysed and interpreted as follow:

Table 1.1 showing P-T ratio during three successive sessions

S.no.	P-T Ratio	% of school (2012-13)	% of school (2013-14)	% of school (2014-15)
1	Up to 30:1	50	60	60
2	More than 30:1	50	40	40
N=10				

From Table 1.1 may be interpreted that during session 2012-13 pupil-teacher ratio was found to be less than equal to 30 in 50% of the school under study, while it was more than 30 in remaining 50% of total ten schools under study. During sessions 2013-14 and 2014-15 it was less than equal to 30 in 60% of total respondent schools and in remaining 40% schools it was more than 30.

Table 1.2 showing schools with full time head teacher

Session	No. of school with full time head teacher	No. of school with full time head teacher requirement	% of school with full time head teacher
2012-13	3	2	66.7
2013-14	3	2	66.7
2014-15	3	2	66.7
N=3			

From Table 3.2 it may be interpreted that during all the three sessions i.e.2012-13, 2013-14, 2014-15 out of three schools with requirement of head teacher, 66.7% schools were found where full time head teacher was recruited.

RESULTS AND DISCUSSION

1. From the study it was revealed that during session 2012-13, 50% of total ten primary schools of Haryana under study possessed pupil teacher ratio less than equal to 30.
2. During session 2013-14, 60% of total ten primary schools of Haryana under study were found to have pupil-teacher ratio less than equal to 30.

3. During session 2014-15, 60% of total ten primary schools of Haryana under study were found to have pupil-teacher ratio less than equal to 30.
4. It may be concluded that during session 2012-13 norms of pupil-teacher ratio were fulfilled up to half extent, while sessions 2013-14 and 2014-15 were found with norms of pupil teacher ratio fulfilled up to the great extent. Further during all three consecutive session norms regarding requirement of a full time head teacher were fulfilled up to the great extent.

CONCLUSION

RTE Act, 2009 has been proved to achieve the goal of Universalisation of Elementary Education but there is a need to improve quality of education. Without adequate number of teachers in a school teaching learning process can no be conducted smoothly and efficiently. Thus recruitment process for teachers should be done at priority basis so that sufficient number of teachers can be recruited in all primary schools to improve the quality of education.

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