

TABLE OF CONTENTS

Title Page	I
Declaration	II
Certificate	III
Acknowledgement	IV
Abstract	VI
Appendices	XIII

CHAPTER I: THEMATIC FRAMEWORK		
No.	Content	Page No.
		1 - 37
1.1	Right to Education in India: Predecessor and Enactment	3
	1.1.1 Interpretations of Constitution and inclusion of Right to Education as a Fundamental Right	4
	1.1.2 Features of RTE Act, 2009	6
1.2	Participation of beneficiaries in education	9
	1.2.1 Factors that affect the Participation	10
1.3	Conducive learning atmosphere to beneficiaries	15
	1.3.1 Administrative changes and facilities available to the	15
	1.3.2 Teachers role in providing conducive learning atmosphere to the beneficiaries	16
	1.3.3 Peers role in developing conducive learning atmosphere	16
	1.3.4 Parents role	17
1.4	RTE Act, 2009: Issues and challenges	17
1.5	Implementation of RTE Act via Public Private Partnership (PPP)	19
1.6	RTE in India and international perspective	20
1.7	Status of RTE implementation in various states	23

1.8	Inclusive education through Section 12 (1) (c) of the RTE Act, 2009		24
1.9	RTE Act, 2009 in Gujarat		25
	1.9.1	Increased preference for private schools in Gujarat	26
	1.9.2	Implementation of Sec 12(1) (c) of RTE Act in Gujarat	27
	1.9.3	RTE ACT 2009 in Vadodara: Status of Implementation	28
1.10	Broad Question		30
1.11	Rationale for the study		31
1.12	Research Questions		37
1.13	Title of the study		37
CHAPTER II: REVIEW OF RELATED LITERATURE			
No.	Content		Page No.
			38 - 79
2.1	Studies offering understanding on RTE about implementation, challenges with aspect of beneficiaries, teachers' role, peers' role, socio-		39
2.2	Researches providing understanding of the participation of beneficiaries, studies related to parents' socio-economic status, peers'		55
2.3	Overview of the of the researches presented and implications for the present		75
CHAPTER III: METHODOLOGY			
No.	Content		Page No.
			75-99
3.1	Statement of the research problem		80
3.2	Objectives of the study		80
3.3	Explanation of the terms		81
3.4	Research design of the study		82
3.5	Variables of the study		82
3.6	Data needed for the study		82
3.7	Nature of data		82
3.8	Sources of data		83
3.9	Population and Sample		83
	3.9.1	Population	83
	3.9.2	Target Population	84

	3.9.3	Sample	84
3.10	Tools for data collection		86
3.11	Data collection		87
	3.11.1	Gaining access to site	87
	3.11.2	Location for observation and interview	89
	3.11.3	Process of data collection	89
	3.11.4	Data recording	92
3.12	Data analysis and interpretation		96
CHAPTER IV : DATA ANALYSIS AND INTERPRETATION			
No.	Content		Page No.
4.0	Introduction		100 - 166
4.1	Profile of the beneficiaries		100
4.2	Beneficiaries' participation in terms of academic and socio-cultural aspect		118
	4.2.1	Academic participation of the beneficiaries	118
	4.2.2	Social cultural aspect of beneficiaries' participation	148
4.3	School's Role in Developing Conducive Environment for Participation of Beneficiaries of RTE ACT, 2009		154
	4.3.1	Administrative changes and facilities provided to the beneficiaries for their participation	155
	4.3.2	Teacher's role in providing conducive environment for learning to the beneficiaries in the class	157
	4.3.3	Non- RTE students' role in providing conducive leaning atmosphere to the beneficiaries	160
	4.3.4	Parent's role in providing conducive environment to the beneficiaries	163
CHAPTER V : FINDINGS AND DISCUSSION OF THE STUDY			
5.1	Overview of the previous chapters		168
5.2	Findings of the Study		171
5.3	Discussion		176
5.4	Suggestion		187