Table of Contents

Chapter One: Introduction: Objectives, Rationale and Methodology of the Research

Introduction & Backdrop to the Study

- 1.1 Education Section in Gujarat: An Overview
- 2. Main Objectives of the Research
- 3. Key Research Questions
- 4. Significance of the Study
- 5. Methodology of the Study
- 6. Limitations of the study
- 7. Chapterization

Chapter Two: Review of Literature

- 2.1 Review of Literature: Introduction and Rationale
- 2.2 Right to Education
- 2.2.1 Era of Compulsory Education
- 2.2.2 Emergence of Rights-Based-Approach to Education
- 2.2.3 Diverse Approaches to Education
- 2.2.4 Relationship between Education and Other Variables
- 2.2.5 Right to Education: Conceptual Exploration of The Idea
- 2.3 Compulsory Education Policy: The Missing Element from Indian Polity
- 2.3.1 Major Policy Initiatives before RTE Act 2009
- 2.3.2 Education in India after the RTE Act Of 2009
- 2.3.3 RTE Act 2009: Conceptual Analysis, Implementation Issues and Challenges
- 2.3.4 RTE Act 2009 and A-4 Framework
- 2.3.5 Provisions of RTE Act 2009
- 2.3.6 RTE Act 2009, Girl's Education and Gender Issues
- 2.3.7 The RTE Act 2009 and Quality Education
- 2.3.8 RTE: Empirical Studies
- 2.4 Right to Education Act 2009 in the Context of Gujarat
- 2.4.1 Right to Education: Narrative of Gujarat

Chapter Three: Right to Education: Conceptual Evolution, Historical Development and Key Provisions of the 'Right of Children to Free and Compulsory Education (RTE) Act 2009 in India'

- 3.1 Introduction
- 3.2 Origin of Rights Tradition
- 3.2.1 Meaning of Rights
- 3.2.2 Theories of Rights
- 3.2.2.1 Theory of Natural Rights
- 3.2.2.2 Theory of Moral Rights
- 3.2.2.3 Theory of Human Rights
- 3.2.2.4 Theory of Legal Rights

- 3.2.3 Major Legal Milestones in the Journey of Rights
- 3.3 The Idea of Education
- 3.3.1 Meaning & Significance
- 3.3.2 Perspectives on Education in Indian and Western Traditions: Political and Economic Dimensions
- 3.4 Examining the Idea of the Right to Education
- 3.4.1 Formulating a Concept of the Right to Education Based on the Legal Framework
- 3.4.2 The Conceptualisation of RTE from the Perspectives of Natural Rights, Moral Rights and Human Rights
- 3.4.3 The Conceptualisation of RTE from the Perspective of Katrina Tomasevski's A-4 Framework
- 3.5 Historical Evolution of Right to Education: Era of Compulsory Education
- 3.6 Evolution of Right to Education at the Global Level: Meaning and Process
- 3.7 Right to Education in the International Perspective: Examining the Education System in the USA, U.K., Finland, South Africa and Mexico
- 3.7.1 United States of America
- 3.7.2 United Kingdom
- 3.7.3 South Africa
- 3.7.4 Mexico
- 3.8 Historical Evolution of Education as a Right: Perspectives from Ancient, Medieval and Modern India
- 3.8.1 Vedic Period
- 3.8.2 Medieval Period
- 3.8.3 Modern Times
- 3.8.3.1 The Charter Act 1813
- 3.8.3.2 Macaulay's Minutes 1835
- 3.8.3.3 Age of Lord Dalhousie, Thomason's Plan & Education Dispatch Of 1854
- 3.8.3.4 Hunter Commission: Decentralisation of Education
- 3.8.3.5 The Compulsory Education Act of the State of Baroda
- 3.8.3.6 Gokhale's Scheme of Compulsory Primary Education
- 3.8.3.7 Report by the Hartog Committee
- 3.8.3.8 Wardha Conference
- 3.9 Development of Education as a Fundamental Right in Independent India: Constitutional and Judicial Perspectives
- 3.9.1 Constitutional Perspective
- 3.9.1.1 Important Committees and Commissions
- 3.9.2 Judicial Perspective
- 3.9.3 Realising the Goal of the Fundamental Right to Free and Compulsory Education in India
- 3.10 The Right to Free and Compulsory Education Act 2009
- 3.10.1 The Unique Characteristics of the RTE Act
- 3.11 Section-Wise Analysis of the RTE Act 2009
- 3.12 Analysis of the RTE Act 2009 Using the A-4 Framework
- 3.12.1 Availability
- 3.12.2 Accessibility

- 3.12.3 Acceptability
- 3.12.4 Adaptability

Chapter Four: A Critical Assessment of the Key Components of the Administrative Framework of the RTE Act 2009 in Gujarat

- 4.1 Introduction
- 4.2 Models of Public Policy Implementation: Theoretical Backdrop
- 4.3 Significance of Examining Administrative Structure and Processes
- 4.4 Overview of the Education Sector in Gujarat
- 4.4.1 State Education Department
- 4.4.1.1 Role and Responsibility under RTE Act 2009, Rules 2012
- 4.4.2 Primary Education: Directorate of Primary Education (DPE)
- 4.4.2.1 Role and Responsibility under RTE Act 2009, Rules 2012
- 4.4.3 Samargra Shiksha Abhiyan (SSA)
- 4.4.3.1 Role and Responsibilities under RTE 2009, Rules 2012
- 4.4.4 Gujarat Council of Educational Research and Training
- 4.4.4.1 Role and Responsibilities under RTE Act 2009, Rules 2012
- 4.4.5 State Commission for Protection of Child Rights
- 4.4.5.1 Role and Responsibilities under RTE Act 2009
- 4.4.6 Local Authority
- 4.4.6.1 Role and Responsibilities under RTE Act 2009, Rules 2012
- 4.4.7 State Advisory Council: Role and Responsibilities under RTE Act 2009, Rules 2012
- 4.4.8 DEO & DPEO: Role and Responsibilities under RTE Act 2009, Rules 2012
- 4.4.9 School Principal and Teachers: Role and Responsibilities under RTE Act 2009, Rules 2012
- 4.4.10 School Management Committee: Role and Responsibilities under RTE Act 2009, Rules 2012
- 4.5 Good Governance: Origin and Meaning
- 4.5.1 Right to Free and Compulsory Education Act 2009 (RTE Act) and Good Governance
- 4.5.1.1. Participation
- 4.5.1.2 Rule of Law
- 4.5.1.3 Transparency
- 4.5.1.4 Responsiveness
- 4.5.1.5 Consensus Orientation
- 4.5.1.6 Equity
- 4.5.1.7 Efficiency and Effectiveness
- 4.5.1.8 Accountability
- 4.5.1.9 Strategic Vision
- 4.6 The RTE Acts of Kerala, Tamil Nadu and Punjab: A Comparative Analysis with Gujarat RTE Act
- 4.6.1 Kerala
- 4.6.2 Tamil Nadu
- 4.6.3 Punjab

Chapter Five: A Critical Analysis of the Process of Implementation of the Right to Free and Compulsory Education Act 2009 (RTE Act) in Gujarat: Role and Participation of Various Actors and Agencies

- 5.1Introduction
- 5.2 Importance of Participatory Policy Analysis Framework
- 5.2.2 The Idea of Participation in the Context of a Human-Rights-Based Approach to Education
- 5.2.3 The Development of a Participatory Framework in the Indian Education System
- 5.3 The Right to Free and Compulsory Education Act 2009 (RTE Act 2009): Participatory Framework in Gujarat

Chapter Six: An Analysis of the Effect of the Right to Free and Compulsory Education Act 2009 (RTE Act) on Enrolment and Dropout Rates in Gujarat with a Special Focus on Community, Sub-Region, and Gender

- 6.1 Introduction
- 6.2 Glance at Enrollment Figures at the National Level
- 6.3 Glance at Enrollment Figures at the State Level
- 6.4 District Wise Analysis of Gross Enrollment Rate (GER), Net Enrollment Rate (NET), Enrollment among Schedule Caste, Schedule Tribe, and Other Backward Caste (OBC) Children
- 6.4.1 North Gujarat Region
- 6.4.2 Central Gujarat
- 6.4.3 South Gujarat
- 6.4.4 Saurashtra-Kutch Region
- 6.4.5 Zone-Wise Comparative Analysis
- 6.5 Effect of RTE Act 2009 on Dropout Rate
- 6.6 Measures Taken by the Government of Gujarat to Encourage Higher Enrollment and Decrease Dropout in Schools

Chapter Seven: Conclusion and Recommendations

- 7.1 Concluding Observations
- 7.2 Recommendations
- 7.3 Future Areas of Research

References	
Bibliography	
Annexures	