

CHAPTER 11
REVIEW OF RELATED LITERATURE

2. INTRODUCTION

Review of related literature provides the status of the relevant work and helps in identifying the gaps in the study. Many studies were conducted in the field of Right to Education, to study the policy and to know the perception of principals, teachers, students and parents. The major focus of the researcher was to study the work conducted in the field from 2009 onwards. It includes the Indian studies which were conducted to study RTE Act, 2009 in detail, its implementation, issues and challenges faced by the stakeholders during the process of implementation and the impact of implementation. Some research works were there which described the historic background and salient features of RTE Act and some studies describe the present condition of primary education in India. The literature review justified the need for the present study. Thus the researcher studied many works conducted in the field for the better understanding of the educational system. A critical analysis would reveal the various objectives and methodological perspectives with which the studies were conducted and the findings were obtained. It provides valuable information about the status of the problem, amount of work that has been gone into and derives implications for the present study. Thus, keeping in mind the focus of the present research study, several studies have been reviewed to develop a better perspective about the findings and methodology and thereby to arrive at the implications for the present study.

Organization of Review of Related Research

The review of related literature contains studies conducted on various policies for free and compulsory education in India. The review was conducted to identify the key area to be studied on the act, The Right to Education, 2009, types of studies conducted in the field and also to know the methodology to be employed in the present study. The following are the major areas of review conducted by the researcher.

- Research studies on importance and problems of elementary education
- Research studies conducted on Universalisation of Elementary Education
- Research studies on various government projects for compulsory education

- Historical analysis of RTE Act, 2009
- Research studies on the awareness and impact of RTE Act, 2009
- Research studies on the problems and effect of implementation of RTE Act, 2009
- Research studies on issues and concerns in the implementation of RTE Act, 2009
- Research studies on various provisions mentioned in the RTE Act, 2009.
- Research studies conducted on the attitude of stakeholders of RTE Act, 2009
- Research studies conducted on Quality interventions in RTE Act 2009
- Research studies conducted on legislative policies and judicial trends related to the Act.
- Research studies conducted on the role of administration in Right to Education RTE
- Research studies on the working of SMC in schools
- Research studies conducted on the problems of disadvantaged and weaker sections

2.1 REVIEW OF RELATED LITERATURE

Mahapatra, R. (2007) investigated the problems of the Universalisation of Primary Education in Keonjhar District of Orisa. The objectives were to examine the growth of primary education in Keonjhar district from 1950-51 to 2003-2004, to examine critically the placement of teachers working in different primary schools in Keonjhar district, to examine critically the enrolment of children in different primary schools in Keonjhar district and to study the drop out trend and to know the causes of dropout and poor performance of children in Keonjhar district as perceived by the Head teachers and teachers. The research showed that there was huge increase in the number of primary and upper primary schools in the district. Enrolment at primary and upper primary stages also increased when a comparison is made between 1951-52 and 2003-2004. The share of girls continued to be more than 47% at primary stage and more than 44% at the upper primary stage during the period of 53 years. The share of SC and ST also increased. There was an increase of number of teachers in the primary schools and upper primary schools. Poverty, illiteracy of parents, parental indifference, and lack of motivation among children, poor health and illness were some of the major external reasons. The internal reasons were, defective curriculum, teacher, inadequate physical facilities, defective teaching method and defective evaluation system. Lack of physical facilities and study environment at home, lack of adequate study materials, parental indifference and lack of interest parental illiteracy are some of the reasons of poor performance of children. Most of the schools were equipped with physical facilities. Both rural and urban schools reported that co-curricular activities were

compulsory. None of the rural or urban schools either had a medical dispensary or had the provision of regular health check-up for children. Most parents and teachers complained that curriculum was defective and not related to life. Many teachers were not satisfied with the present salary. The district inspector of schools mentioned that as they were busy with other court and administrative work, they did not get time for supervision.

Awasthi. K. (2009) explored the development of an intervention program to maximize community participation in the implementation of SSA in the schools of Gujarat. The study intended to know the existing status of community participation in the implementation of SSA, in the schools of Gujarat, to study the causes of community participation in the implementation of SSA in the schools of Gujarat, to design and implement intervention program to maximize community participation in the implementation of SSA in the schools of Gujarat and to study the extent of maximization of community participation in the implementation of SSA in the schools of Gujarat. The findings of the study showed that community participation was ornamental or obligatory in nature which needs to be changed to functional in nature for the betterment of the school and for the cause of education. There was a need for orienting the members of the school committees regarding the concept of importance of community participation and their rights and duties towards the school. Community need to move from involvement to empowerment which was possible only when the community was aware of its power. Thus teachers needed to take initiatives in maximizing community participation.

Trivedi. S. (2009) conducted a study on the effect of interventions in primary education with gender perspective in Limkheda block of Dahod district of Gujarat state. Some of the objectives of the study were to analyze the effectiveness of interventions in primary education with gender perspective on enrolment, dropout rate, completion rate and repetition rate after the implementation of the program in 1997 till 2007, to study the opinion of parents teachers, MTA, PTA on education, especially girls education, to analyze the opinion of students and parents who completed the primary education especially of the dropout children and their parents. Some of the findings were, Schools were having the required number of teachers as per the norms of pupil teacher ratio. Enrolment status of girls from 1996 to 2007 showed a rise and the survival rate also increased during the program. More boys got school leaving certificate issued than girls before the completion of primary education. More girls were repeater than boys. But girls leaving the school reduced during the second part of the program. The reasons for drop out were, frequent migration of the parents for livelihood, helping parents in farming, sibling care, house hold work etc. Marriage age was not a constraint for girl's

education. The concept of 'drop out' was never existed for some as they were never been to schools. Compared to the schools with lower literacy rate, MTA, PTA members and parents of the schools with higher literacy rate were more aware of their role. The committee members were more aware of the educational issues and were able to articulate them in a proper way.

Dave. S (2010) made a critical study on the problems of elementary education in the Talaja taluka of Bhavnagar district in Gujarat to examine the various problems of elementary education in relation to Universalisation of Elementary Education, in the Talaja taluka of Bhavnagar district. Various ongoing programs for elementary education and how it was perceived by teachers, headmasters, parents, block coordinators, cluster resource coordinators, parent teacher association, mother teacher association, village education committee and administrators of elementary education were studied. Major findings were, there is a considerable increase in the enrolment ratio in primary especially enrolment of girls but from upper primary, drop out ratio was found significant. Most of the schools had better infra structure, but facilities like library and science laboratory were not utilized properly. In case of Mid-Day Meal scheme (1995), quality was not satisfactory, so community could be involved to make the program satisfactory. Regarding the allotment of financial resources, there was a considerable improvement after the implementation of SSA program. For computer education, computer facilities are found inadequate and the computer literacy skills of the teachers inadequate. Migration of the parents for their livelihood was a reason for irregularity of children. Though improvement was seen in many areas, Universalisation of Elementary Education was an unfulfilled agenda in India. RTE is a flagship in this direction and the success of it could only be seen with more community ownership.

Singh, S. (2010) in the work 'Right to Education and Right to Educate: A Study of the Impact of Right to Education Act on Unrecognised Schools in Delhi', submitted to Centre for Civil Society examined the areas in which unrecognized schools could not meet the recognition criteria and the general condition and quality of these schools. It looked at the perception of the Act among the schools, the level of awareness about the section 19 of the Act and whether it is looked at as a serious threat. It also examined the likely government response to the closure, whether any leniency or assistance is likely. For this purpose 13 schools were visited in Sahadara (an irregular colony in East Delhi), both recognised and unrecognised. Findings of the study revealed that as the unrecognised schools do not take in to account the unrecognised schools, such schools couldn't have an impact on the actual policymaking process and outcomes. Parents hesitated to send their children to unrecognised schools as they did not

provide transfer certificates which was needed compulsorily for transfer to other schools after 5th grade. Only those schools which satisfy the safety norms of the government only could be given recognition by the government. Parents were also not properly informed whether the school was recognised or not. Thus the suggestion of the researcher was that all such schools must be given recognition as it would contribute in attaining universal elementary education. Moreover researcher found that the unrecognised schools had certain advantages over government schools like, better teacher student ratio, greater accountability, good reputation of the owners of the schools, innovative methods to attract the students, affordability etc. at the same time they face problems like, shortage of space, low teacher salary, low teacher qualification and less infrastructure facilities. The paper gave recommendations for assisting the unrecognised schools to meet the prescribed standard within the RTE as well as the State Act keeping in mind the capacity of the schools. Some of the recommendations are, a) Public Private model where the government could provide them with the required land space, infrastructural facilities and financial assistance and let the schools provide the management. Government could reduce the land criteria to accommodate the unrecognised schools. b) Government aid must be provided for teacher salary c) schools should have a choice in the matter of textbooks to supplement the NCERT textbooks. D) Regarding teacher qualification, government could provide training to those teachers who had not done the Elementary Teacher Education Training or Bachelor's training.

Chauhan, S. (2011) conducted a study on the Mid Day Meal program in the government primary schools of the Gwalior city of Madhya Pradesh. The objectives of the study were, 1. To study the Mid-Day Meal program in the government primary schools of the Gwalior city in terms of a) organizational structure b) management of food grains, vegetables and ingredients c) menu d) monitoring of the program 2. Implementation of the program 3. Opinions of the beneficiaries etc. from the study, it was found by the researcher that the Mid Day Meal program achieved success in alleviating classroom hunger and persuading poor families to send their children to school. Thus the program increased enrolment and attendance rate and reduced dropout rate and shown improvement in retention. It made the schools more attractive to children. As the hunger of the child get satisfied, it helped to improve attentiveness, memory and learning. It was one of the extrinsic motivation factors and therefore it increased their motivation for the study which in turn could help in increasing attendance.

Kaushal, M. (2012) published an article titled ‘Implementation of Right to Education in India: Issues and Concerns’ to analyze and evaluate the initiative of Right to Education in India, with the compliance of the 86th Constitutional Amendment Act. The article claimed that although the attempt showed benefits, there were serious barriers and roadblocks in way of desired objectives of 86th Constitutional Amendment Act. Those issues needed to be addressed on an urgent basis to strengthen the scene of education at the grass root level. The researcher was of the opinion that, RTE Act in its present form would neither promote its prime objective of ensuring completion of elementary education of every child of the age 6 to 14 years nor meet the commitment of ensuring quality primary education and at best, it was just a statement of good intent. The government’s intentions of engineering a social revolution by the RTE shall remain a mere wishful thinking if the issues like upgrading infrastructure, enhancing teacher quality and promoting educational attainment in public schools were not addressed. As a society, we needed to make a concerted effort to achieve educational excellence, both government and private. Private educators and the government had to work synergistically to loosen the shackles of our strictly stratified society and we cannot overlook the fact that our education system, both government and private,

Punia, V. (2014) conducted a study titled imparting education to children belonging to disadvantaged groups and weaker sections under the RTE Act 2009: initiatives and challenges. The objectives of the study were, 1. To assess the status of enrolment of the children belonging to the disadvantaged groups and weaker sections. 2. To review the salient features and implications of the Government policy on elementary education. 3. To understand the social, economic and administrative dimensions of elementary education of elementary education in the state of Haryana. 4. To know the managerial efficiency of the schools imparting free and compulsory elementary education. 5. To acquaint with socio- cultural traits of teachers, guardians, parents and children belonging to the categories of SC, BC girls, physically and mentally challenged. 6. To suggest measures for improving the performance of elementary education management system in Haryana. The study showed that during the year 2012-13, 2013-14 and 2014-15, the enrolment status was declining in different classes which was a discouraging trend. Overall enrolment status of the students was coming down at an alarming rate. The study revealed that the financial background of the students’ families considerably determine the quantum and level of enrolment. Many students were found to be out of school in the house hold survey. Resources were available in most of the schools to comply with RTE norms but CCE need to be re-examined. The infrastructural conditions in schools were

satisfactory. There was no significant difference among government officers and the officials engaged in the implementation of monitoring and evaluation mechanisms of the RTE. Majority of teachers and students showed disagreement to the features of RTE to admit children in age appropriate class, physical punishment, denial to strike-off name and doing away with existing failure system in examinations. There was shortage of teaching staff in the selected schools. Overall conclusion drawn from the study was that more concerted actions are required to expedite the mission of free and compulsory education.

Khosla, D. (2014) studied on the challenges in implementation of Right to Education Act. The researcher gave a few challenges in the implementation, like: 1. Availability of infrastructure and other facilities 2. Teacher – pupil ratio 3. Quality of teachers. 4. Reservation of seats in private schools, etc. Suggestions given by the researcher were, 1. All states should whole heartedly implement the Right to Education Act 2009. 2. The central government should impose a time limit to release funds to the states. If any state government still showed apathy to release notification, then no funds should be released by the center to that state for the establishment of new schools .3. Orientation program should be organized for the teachers who were in charge in the absence of the head master 4. Well qualified and highly motivated teachers were the key to effective implementation of the program. 5. Classes should be held regularly and teaching should be more interactive and interesting with the use of various teaching aids.

Barman, P. & Mandal, S. (2015) conducted a study with the objective to know the attitude of secondary teachers towards the Right to Education Act, 2009 and its practical implementation in school education and how far the various aspects enshrined in the act are possible to implement in the field of school education according to the teachers view. The investigators had used descriptive survey and selected 150 teachers from 30 schools of Purulia district of West Bengal. Major findings of the study were, 1. Teachers thought that, both quantitative and qualitative type of improvement is possible through the RTE Act 2009. 2. Teachers thought that, RTE Act (2009) ensured the right to take education for the students of all classes of the society. 3. Teachers thought that, the provision of 25% of seat reservation for the students of backward classes in private schools would increase the interest among them to take education. 4. Teachers thought that, the flexibility in the process of admission would encourage the parents to send their children to school 5. Teachers thought that, RTE Act, 2009 curtailed the freedom of the teachers in the field of education especially in conducting or controlling the classroom. 6. Teachers thought that an indifferent attitude had been made among the teachers and students

towards education as there was no pass-fail in examination up to class VIII as per the RTE Act, 2009.

Sahoo, D. (2016) studied the effect of implementation of Right of Children to Free and Compulsory Education Act 2009 in Tribal Areas of Odisha with the objectives, a) to assess the implementation practices of Right of Children to Free and Compulsory Education Act, 2009 in tribal areas of Odisha. b) to find out the level of awareness of different stakeholders of elementary schools in tribal areas of Odisha about Right of Children to Free and Compulsory Education Act, 2009. c) to study the perception of different stakeholders about implementation of Right of Children to Free and Compulsory Education Act, 2009 in tribal areas of Odisha. d) To examine the provisions envisaged in Right of Children to Free and Compulsory Education Act, 2009 and Odisha Right of Children to Free and Compulsory Education Rules, 2010 being reflected in the elementary schools of tribal areas of Odisha. There were certain villages in the tribal areas where number of children are very less and government has not opened any school in the area. So children were deprived of the fundamental right of education. In most cases, children helped their parents in their work, so sending them to school would affect the family economically. Hence, they did not send their children to school regularly. Due to illiteracy, parents were not aware of the benefit of education nor are they aware of their role in PTA or SMC. They did not take care of the enrolment or attendance of children. Teachers appointed there were mostly outsiders. As they did not get proper accommodation in the village. They spent two or three hours in travel and so they had the tendency to try for transfer to urban school, so the teachers didn't have any cordial relationship with the members of the community. The researcher suggested that, if they wanted to provide education for all and inclusive education, government should rethink over the policy of withdrawing schools from remote location where enrolment is few. It was suggested that medium of instruction should be mother tongue and teachers should be from tribal community. Tribal specific learning arrangement must be made which make full use of tribal culture and traditions. More residential schools must be established as they put special efforts in the enrolment, retention and achievement of such children.

Mondal, A. (2016) studied on The Universalisation of elementary Education in India: A Historical analysis with reference to the right of Children to free and Compulsory education act 2009. Objectives were, 1. To reveal the educational policies in India during the British period. 2. To explore the history of struggle for Compulsory Primary Education and Free

Primary Education during the British Rule in India. 3. To explore the history of Right to Education legislation in India in evolving from a directive principle to a fundamental right after independence. 4. To appraise the efforts taken by the Indian leaders during Indian National Movements for the free and compulsory primary education in India. 5. To analyse the Government schemes and programs for achieving the goal of Universalisation of Elementary Education in India after Independence. 6. To examine the Child- Right provisions under the Indian Constitution and the RTE Act, 2009.7. To find out the direction of the International Treaties in favour of right to education and to examine whether the RTE Act, 2009 in compliance with the UNCRC. The study revealed an in-depth information on the educational policies under British rule. It showed that the development of education system during the British period was determined by the needs of the colonial powers. English was made the medium of instruction as they wanted promotion of European literature and science and get political benefit also. Along with that they wanted English knowing Indians for their administrative work. The researcher acquired full information on the notable schemes and programs undertaken to achieve universalization of Elementary Education, history of the development of free and compulsory education, international instruments in favour of Right to Education and development of RTE after independence in India.

Sharma, M. (2016) explored the Implementation of Right to Education RTE Act 2009 in the Elementary Schools of Western UP to assess the implementation of RTE Act in the elementary schools of the Western U.P. and to compare the implementation of RTE Act in the private and government schools. Information was sought from the private and government school teachers and principals to know about their awareness about the Act. The study showed that in most cases, government school teachers have more awareness about the act compare to the private school teachers. Government school teachers and principals had better knowledge about the level of RTE formulation in India. Whereas private school teachers and principals had more clarity about whether fee is charged from students who got admission in school under RTE Act or not. A good number of the teachers and principals of private and government schools believed that the child is allowed to take transfer from school but most of them did not know about documents or admission process. 96.9% principals of private schools and 100% principals of government schools agreed that there is SMC in school. 79.3% of private school teachers and 81.7% of government school teachers agreed about the constitution of SMC in their school. Private schools had more developmental plans than government schools. Regarding the causes of the non-implementation of the RTE, laxity by the authorities, lack of

awareness among parents, for want of inspection, lack of guidance are the reasons. 92% of schools have pucca wall, 76.0% pucca road, 92% of schools were in good condition, 92% private and 77.8% government schools had functional toilets, 88% of schools had furniture in good condition, 96% of private and 94.4% of government schools had separate principal's office, 88% private and 61.1% of government schools had one class teacher for every class 88% of private and 83.3% government schools had drinking water facility, 84% private and 77.8% government schools had playground, not a single private schools had kitchen for cooking MDM and 27.8% government schools had separate kitchen, 88% private schools and 83.3% government schools had library with adequate facilities and 84% private and 83.3% government schools had a functional computer lab. There were reports of physical punishment and mental harassment more in government school in comparison to private schools. The study gave a detailed information on the awareness and the available infrastructure facilities in private as well as government schools.

Kumar. K. (2017) conducted a critical study on Right to Education with special reference to Odisha. The main objective objectives of the research were to know the fundamental cause of low rate of education and dropout students. The objective of the researcher was to bring the attention of the policy makers and legislators to the need of including the Right to Free and Compulsory Education Act from the age group of 14 to 18 years in Right to Education Act. Hypothesis were, 1. Right to Education Act- 2009 was not sufficient to cater the needs of children. It covered the need of the children within the age group of 6 to 14 years. 2. Right to Education Act- 2009 failed to provide proper education in educational institutions due to lack of qualified teachers. 3. There are many children below the age group of 14 years engaged in different hazardous working places. 4. Non implementation of different schemes and the rate of dropout in children are high in comparison to other states. 5. Poverty was also an important factor for the low rate of education. Findings were, 1. In 2001, the number of illiterates were 1, 16, 08,795 in India but after 2011 census, it reduced to 97, 99,332 ie 18 lakh illiterate within 10 years. 2. Number of teachers increased considerably by 2015-16 in comparison to the year 2014-15. 3. Out of the 34,238 primary schools, there was only one classroom for 4,294 schools and in upper primary, there was only one classroom in 5,982 schools out of 17,726 schools. There were 1685 primary schools and 5,260 upper primary schools in Odisha with only one teacher. in 12,280 schools, there was no kitchen room for the preparation of mid-day meals. 4. There were no boundaries in 17, 763 schools and 368 schools were running in rented building in Odisha. 5. 59% of primary schools did not have separate functional toilets for both boys and

girls.8% of the schools have no functional water source. 6. At national level, private school enrolment rose from 18.7% in 2006 to 25.6% in 2011. The research gave information about different schemes and policies adopted by Odisha government to improve the quality of education and reduce dropout rate in the state.

Kumar, M. K. (2017) evaluated Right to Education with special reference to Odisha. Major objectives of the study were, 1. To know the fundamental cause for low rate of education and dropout of students. The researcher also wanted to know the stake holders' opinion on extending the right to all children below the age of 18 years along with finding the different facilities provided by other states as the researcher thought that same facility should be provided by Odisha government also. Findings were: 1. In 2001, number of illiterates were 1,16,08,795 in India, but after 2011 census, it reduced to 97,99,332. That is, the number of illiterates reduced significantly within 10 years. 2. As per the report published in 2015-16, after the completion of seven years of RTE Act 2009, there was considerable increase in the number of teachers in India.3. The report of 2016-17 showed the shortage of teachers in Odisha as there were 1685 Primary Schools and 5260 Upper Primary Schools running with single teacher. 12,280 schools had no kitchen room for the preparation of Mid- Day meals. There were no boundaries in 17,763 schools and 368 schools were running in rented building. 59% of schools had no separate functional toilets for girls and boys. 43% of schools had no functional toilets for girls. 8% of schools had no functional water source. 4. At national level, private enrolment rose from 18.7% in 2006 to 25.6% in 2011. It was also noticed that there was a huge increase in the number of private schools in states like Kerala and Manipur which may be an indication that government schools had failed to provide quality education. Students in many states attended paid tuition outside school. Odisha government established Adarsha Vidhyaly for the reduction of dropout of students and for providing quality education. Odisha government also provided free school bag, free dresses to all students of elementary education, Siskhya Pechika for taking care of education, MDM during lunch hour, free book materials, free playing instruments, free medical facilities, free awareness programme for good physical ability and mental ability and in addition to this, Odisha government recently introduced Ujjal and Utkarsh policies in 2818 upper primary schools and free computer education and also introduced four vocational education in 208 schools.

Rohit, D. (2017) conducted a study on the implementation of Right to Education Act, 2009 in the elementary schools of Anand district. The objectives of the study were, 1.To study the implementation of RTE Act in various schools of Anand city in terms of Infrastructure facility,

Administration Policy and Detention, Administration Policy, Staff Development and Recruitment and School discipline. 2. To study the problems in the implementation of RTE Act in aided and unaided schools of Anand city. Major findings were, 1. Majority of grant in aid schools don't have required infra structure facilities where as it is available in private schools. Both grant in aid schools and private school teachers agreed that they didn't face any problem due to the 25% seats reserved for the weaker sections. General opinion of the educational experts, teachers and researchers was that universal access to primary education needed full implementation of RTE Act 2009 and still there was a lack of proper implementation of RTE Act 2009.

Nagaraja, P. (2017) conducted an investigation into the awareness, implementation and challenges of Right to Education Act 2009. Major objectives of the study were, 1. To investigate the level of awareness about RTE 2009 among the educational officers (EOs), heads, teachers, parents and SDMC's. 2. To find out the extent of implementation of RTE, in the state of Karnataka. 3. To study the challenges faced in the process of implementation of RTE, 2009. 4. To offer the remedial measures to overcome the problems in the way of implementation of RTE, 2009. Major findings of the study were, 1. Majority of EOs in all the talukas under study are fully aware of all the aspects of RTE Act, 2009. Further, these clauses are fully implemented in all these talukas. 2. The Heads in all talukas under study are fully aware of all the preliminary aspects of RTE Act 2009 as well as the provisions in the act regarding the Free and Compulsory Education. However, they were partially aware of the duties and responsibilities of state government, Local authority and parents in establishing a school as envisaged in the RTE Act. Further, with regard to the implementation, the analysis revealed that – the heads of these talukas had fully implemented and executed the responsibilities of schools and teachers; curriculum and evaluation procedure as well as protection of Rights of children as per RTE Act, 2009. 3. Majority of teachers in all the talukas under study are unaware of the clause- all private schools needed to obtain a Certificate of Recognition from the State Government with an assurance that all standards notified in the RTE Act would be met within three years. However, the teachers were partially aware of the provisions in RTE Act, such as, the Right of children for Free and Compulsory Education as per the Act had come into force since 1st April, 2010; the state was liable for Direct and Indirect costs of Education of the child as per the Act. But it was notified that teachers were fully aware of all the other clauses of RTE Act 2009. 4. Majority of the SDMC members of all the talukas under study have expressed that they are aware of the RTE Act, 2009. However, SDMC

members have felt that; they have not been oriented about RTE Act, 2009 and they are also not involved in preparing school developmental plan. Further, they have not taken any measures to admit backward class children to neighbourhood schools.5. most of the parents also are aware about the Right of Children to Free and Compulsory Education Act, 2009 through Education Department, Schools, newspaper etc. however, the majority of parents among them had failed to express the details of the provisions in the Act. Further, the parents had not taken any initiative in admitting the children from backward class to neighbourhood schools. Parents said that the schools had not conducted any entrance test or collected donation for admission in class1. parents were happy that no discrimination was done by the schools.

Pandey, R. K, (2017) conducted a study on the implementation of the Right of Children to Free and Compulsory Education RTE Act 2009 – A study of Special Training of Out of Schools Children. Major objectives of the study were, 1. To discuss the need for Special Training for out of School Children for mainstreaming them in formal school. 2. Examine the initiatives taken by Delhi Government under RTE Act 2009 for mainstreaming out of school children in formal school. 3. To study the functioning of School Management Committee (SMC), role of district Urban Resource Centre Coordinator and Cluster Resource Centre Coordinator in providing special training to out of school children in South West – B Delhi. 4. Assess the impact of special learning support material on learning abilities of out of school children. 5. Evaluate the strengths and weaknesses in the implementation of Special Training of out of Schools Children, a provision under Section 4 of RTE Act 2009 and to suggest suitable ways of making the interventions more effective. Findings of the study was that majority of Out of Schools Children (never enrolled and drop outs) belonged to socially and economically disadvantaged families, families from Scheduled caste, Muslims and Other Backward classes who have migrated from neighbouring states to Delhi in search of jobs. Their parents were also illiterates. Majority of them lived in slums, railway stations and construction sites. The barriers confronting them from schooling were migration, to look after siblings, more preference to boys, to supplement household income etc. The Special training provided to the enrolled out of school children (OOSC) was effective in improving their learning abilities. School Management Committee was constituted in all government schools.

Kumar, R. (2018) conducted an evaluative study of school management committees of Haryana with special reference to Sarva Shiksha Abhiyan and RTE Act, 2009. The objectives of the study were, 1. To study the structure of school management committees with special reference to the SSA and RTE Act, 2009. 2. To study the functioning of the school management

committees. 3. To study the view of school management committee members regarding the functioning of the school management committee. 4. To study the problems faced by the school management committee members to run the school management committee smoothly. 5. To study the views of head teachers regarding the functioning of the school management committee. 6. To study the problems faced by the head teachers to run school management committees. 7. To study the view of parents regarding the functioning of the school management committee. 8. To study the views of authorities (DEEO, BEEO) regarding the functioning of the school management committee. 9. To study the problems faced by the head teachers to run school management committees. 10. To suggest some measures for empowering school management committees. Findings showed that majority of SMC members were illiterate and had education up to primary only. Majority members were female members. Very few members were from general category. The result showed that the majority of school management committees were not aware about their role and responsibilities. Majority of them had a limited awareness about SSA and RTE Act, 2009 and about school management committee. SMC helped in the admission process, investigated the reasons of dropouts and helped in the admission of deprived children in the appropriate class according to their age. SMC acted as a local authority to implement the SSA and RTE Act, 2009 and achieve its aims. Some SMCs even monitored the attendance and punctuality of teachers. SMC monitored the basic facilities available in the school, checked the quality of Mid-day Meal, organized cleanliness campaign, organized co-curricular activities and provided guidance and counselling to students and parents. Majority of head teachers agreed that the members of school management committee helped them in different school activities. Majority of parents were not aware about SSA and RTE Act, 2009. 80% of parents agreed that SMC had given its contribution in accomplishment of basic necessities. Educational authorities said that they always monitored the activities being done by the school management committee but SMCs did not fulfil the needs of the school.

Binay, K. (2018) conducted a critical study on the implementation of the Right of Children to free and compulsory education act 2009 with the following objectives. 1. To compare the level of aware of HMs, teachers and the SMC members about a different aspect of the RTE Act, 2009 in Rural, Urban and Tribal area. 2. To study the initiatives taken for age appropriate admission of out of school children under the RTE Act. 3. To study the initiatives taken for the education of CWSN and weaker sections under the RTE Act. 4. To examine the roles and responsibility of HMs, teachers and SMCs in implementing the RTE Act. 5. To study the

initiatives taken by the state authority for providing facilities infrastructure and TLM as per the RTE Act. 6. To study the initiatives taken by the state authority for the development of curriculum, transaction and evaluation as per the RTE Act. 7. To study the initiatives taken by the authority for protecting Child's right of RTE Act. 8. To explore different issues and concerns in implementing the RTE Act, 2009 in Jharkhand. 9. To suggest different measures for the successful implementation of the RTE Act in Jharkhand. The findings show that all the HMs, school management members and most of the teachers irrespective of their locality is familiar with the RTE Act, 2009. 65% of elementary schools have the copy of the RTE Act, 2009 and the main source of knowing the RTE Act is schools, newspaper, TV and Panchayat office. 70% of HMs are not oriented about the RTE Act, 2009. 93.34% of HMs formed School Management Committee in their schools. No teachers are aware of the involvement of women members in SMC formation and composition. But teachers are aware about the share of financial responsibility for the implementation of RTE Act 2009. SMC members are aware about the provision of admission into the elementary schools. 58% of schools identified the out of school children and majority of schools admitted the out of school children of their locality. 75% of teachers didn't receive any special training to manage the out of school children. But in total, average out of school children successfully completed elementary schools is 4.1%. Only 50% of schools admitted CWSN children and only 45% of teachers received special training to handle CWSN and weaker sections. Only 33.34% of CWSN are able to cope with other regular children. All SMCs viewed that HMs and teachers were regular and monitor the overall work of school development. There was a need for development of school facilities. Most of the schools revised the curriculum as per the act but only 39% of teachers did not use new modern methods for the transaction of the content.

Rani, I. (2018) conducted a study on Quality interventions in RTE Act 2009 and its implementation at upper primary level in Delhi. Some of the objectives were, 1. To study the quality interventions of RTE Act – 2009. 2. To study the present status of teaching learning process in the schools after the implementation of RTE Act- 2009 at upper primary level in Delhi. 3. To monitor the progress of “Quality Interventions of RTE Act- 2009 at upper primary level in Delhi”. 4. To study the factors affecting the effective implementation of RTE Act-2009 at upper primary level in Delhi. Dimensions of the study were, classroom environment, teaching learning materials, classroom teaching learning processes, learners formative assessment and students with special needs .Classroom environment was found to be below average, teaching learning materials was also below average, classroom teaching learning

processes was average, learners formative assessment was also average and students with special needs was very poor. After analysing and interpreting the scores, it was concluded that, the Right to Education Act- 2009 has travelled a long and arduous journey. The Act even in its present forms must continue despite its shortcomings. Amendments could be sought through concerted effort by educational practitioners, civil society and parliamentarians to address gaps and fortify its strengths. Accessing the right significantly and in full determination is required, solution to it is seeing free and compulsory education for children not just as a right, but as a task.

Kumar, R. V. (2019) explored the implementation of Right of Children to Free and Compulsory Education Act 2009 in eastern Uttar Pradesh. Some of the objectives of the study were, to study the status of implementation of various provisions of RTE Act 2009 for children in eastern Uttar Pradesh, to study the status of sense of responsibility of teachers as per provision of RTE Act, 2009 in eastern Uttar Pradesh, to study the composition, gender and functioning of School Management Committee (SMC) in eastern Uttar Pradesh, to study the composition of SMC, educational qualification, training and sense of responsibility of teachers etc. the findings of the study showed that though some provisions were followed, some provisions like ban on physical punishments, asking age proof and discrimination were not completely followed. The children of OBC, SC and ST category were admitted in the schools. 76.05% children opined that behaviour of the teachers in classroom was full of cooperation and Curriculum was completed on time. There was no significant association between sense of responsibility of teachers and their educational qualification or training or their habitation. There was no significant association between implementation of children related provisions of RTE and their habitation or educational status of parents. Some schools failed to organize SMC. Some schools even refused admission to children due to the lack of age proof. 63.73% SMCs were organized every two years and guardian members were selected in the open meeting with consensus. SMC monitor school activities, prepare developmental plans in advance and inspects the utilization of grants received from various sources of the school. The urban schools were better than rural schools in the matter of composition. The situation of primary schools were very poor regarding teacher per class. There was shortage of teachers of languages. Availability of toilets, safe and adequate drinking water, kitchen for midday and paly ground and boundary wall, playground, library facility, were better and found majority of schools but problem of electricity were there in schools belonging to rural area. There were 58% schools are such where there is no Games material.

Dahiya, K. (2019) conducted a study titled Right to Education in India: a study of legislative policies and judicial trends. The objectives of the study were, 1. Trace the evolution of right to education in India as well as in different countries. 2. Analyse the concept of right to education in India. 3. Comparison of right to education with that of other countries. 4. Evaluate the outlook of right to education in our country. 5. Suggest any reform in the area of education. In the research paper, the researcher stressed the contribution of education in the comprehensive development of an individual right from the childhood. The goal of research work was to explore and study the laws related to the Right to Education, 2009. It provided a) theoretical knowledge about the historical evolution of education in India with special reference to ancient India, Medieval India and education in British India. b) Gave details on the international conventions, declarations and UNESO's strategy on right to education. c) Discussed the policy formulations concerning education, different recommendations made by the committees and commissions and union and state government schemes and projects formulated to improve education. d) Constitutional provisions regarding right to education and landmark decisions rendered by the Supreme Court and High court raising the right to education to new heights. e) an insight on the journey of passing of The Right of the Children to Free and Compulsory Education Act, 2009 and details of its provisions. f) Existing loopholes and important suggestions.

Srivastava, A. P. (2019) conducted a study on the role of school management committee, SMC in improving the quality of education in the primary schools of Madhya Pradesh with the following objectives. 1. To study the role of school management committee in enhancement of quality of education in the school (Region- wise and Category- wise). 2. To compare the role of SMCs of SC, ST, and general (population wise) areas in Govt. Primary Schools in enhancing the quality of education. 3. To identify the strength and weaknesses of SMC in order to discharge their duties. 4. To study the role of SMC in various activities related to school, educational planning, monitoring and evaluation, entitlements and facilities. Area was divided into three categories such as, urban, semi-urban and rural. Category was divided into SC, ST, and General population. Findings of the study shows that awareness about the need of basic infrastructure and facilities in the school was higher among the presidents of urban areas than the rural areas. Those needs were discussed with the teachers and then in the meetings. Presidents of rural areas monitored school infrastructure and facilities through discussion with teachers. More than half of the presidents of SMC visit schools once in a month. The presidents of rural areas discussed with panchayat members to avail facilities for schools. They took

different efforts for improving enrolment, check the attendance of children, monitor teaching learning process and arrange teachers in schools though the frequency of their visit is low. The percentage of presidents who were aware about SDP (School Development Plan) or not working on SDP, was higher compared to those who are having understanding or getting involved in the preparation of SDP. They were aware about the various teachers' training programs and the teachers' participation in those programs. They denied the use of TLM by teachers in the class. The presidents and SMC members were aware about the benefits and entitlement like Mid-day meal, free text books and free uniform being provided to the children. The knowledge about the need of basic infrastructure and facilities in the school was higher among the SMC members of semi urban areas compared to urban and rural areas of urban areas than the rural areas. SMC members of urban and rural areas preferred to discuss the issues related to school with the teachers individually, whereas in semi urban areas members discussed in the meeting. Members of SMC of all three areas used to visit school once in a month. Findings of focus group discussion showed that SMC monitor the attendance of the teachers and children mostly once in a month and make blended efforts by conducting meetings with parents, consulting teachers and visiting villages for enrolment of children. Most of the SMC monitor teaching learning by observing the result. As per the headmasters, lack of community participation, lack of awareness among the parents, lack of information and understanding, and lack of coordination were the major challenges in front of SMCs. In most of the meetings, attendance of women members and public representatives were found to be low. A majority of headmasters agreed that they have knowledge about the preparation of SDP, but majority of SMCs did not provide support in preparation of SDP. Availability of teachers, enrolment and attendance of children and availability and status of basic infrastructure were the major areas where monitoring was conducted by the SMCs, that too through observation of results and discussion in the meetings with teachers. It was found that in certain places, parents were contacted. According to the teachers, only a few SMCs provided support in preparing TLM. Most of the teachers shared their problems with SMC. Most of the SMCs preferred discussion during meeting as an opportunity to solve the problems.

Kumar, A. R. (2020) conducted a study on the role of administration in Right to Education, RTE, a case study of Varanasi UP. The objectives of the study were, 1. To conceptualize access ie. Examine the main constituents of access to primary education. 2. To develop suitable indicators of availability, affordability, acceptability and adaptability. 3. To identify the indicators which are responsible for low access in the Varanasi of Uttar Pradesh. 4. To identify

the possibilities of an accountable educational administration. Findings showed that the majority of parents were moderately satisfied about the primary education of their child. There were cases of the children even leaving school as the toilets, table chairs etc, were not clean. During the survey it was found that all written records were stored in the office of government without computer. In many schools, there were lack of proper records and tracking. But in the private schools, administrative works were completed efficiently more by computer than in government schools. In government schools, books arrived very late, sometimes after the completion of the examination. Unattractive school environment, unsatisfactory condition of buildings, shortage of teachers and inadequacy of instructional materials were elements that discourage children and their parents. Some government schools were found to interview children. Parents were asked about their family income, income certificate and character certificate. During the survey, many teachers complaint that parents' attitude towards coordination with the school is pessimistic. Absence of teachers was a big problem. Many times teachers did not try to teach the weaker children separately. It was also observed that under RTE Act, 25% poor children are not admitted in private unaided schools. Most of the teachers spent their time in non-teaching work or school or headmaster's work. Non-teaching work includes survey work, elections, preparation of school reports from time to time along with other state government duty. All these duties badly affect the teaching work and obstruct the access to proper education. There were shortage of black board, electricity system, tables and benches. There was shortage of teachers also. Unavailability of clean water, first aid, poor quality of mid-day meal, overcrowded classrooms which lead to indiscipline, lack of sports arrangements etc were found in many schools. Researcher observed that there was very less emphasis on learning outcomes. Due to no detention policy, children pass which led to quantitative increase but not qualitative. The researcher recommended the development of basic infrastructure, maintenance of resources, computerization of educational administration, accountability through proper monitoring mechanism, grievance redressal mechanism

Prakash, U. (2020) conducted a critical analysis of the law relating to elementary education in India viz minimum level of learning with the objectives like, 1. To study the concept of 'quality education' in terms of getting Minimum Level of Learning. 2. To study the law commission reports on education emphasizing on Minimum Level of Learning. 3. To understand the term 'quality' with reference to the minimum level of learning through the lens of the judiciary. 4. To understand the level of the minimum level of learning.in primary school with the help of quality empirical research report. 5. To understand the problems and issues in attaining the

object of getting the minimum level of learning in government primary school. The hypothesis of the researcher was that the government efforts to provide quality elementary education with a minimum level of learning had not yet been fully achieved. The findings of the study show that the degree of success that ought to have been achieved by elevating 'right to education' to that of 'fundamental right' and implement the constitutional mandate by enacting the RTE Act 2009, has not been achieved in giving 'quality education' in terms of the minimum level of learning. The analysis of the concept and definitions under the RTE Act 2009 made the researcher feel that the restrictive interpretation of various terms limits the effectiveness of the RTE Act 2009 in giving quality education with a minimum level of learning. Lack of qualified teachers was considered as one of the important factors for the low level of learning in government schools. The policies and programs under SSA had failed to give a minimum level of learning at the elementary level. At the level of implementation, the control mechanisms like SMCs, BRCs and CRCs have failed in effectively monitoring and supervising the schools. Thus, the RTE Act, where the policies and quality intervention mechanisms which were interlinked with each other, have failed in getting the minimum learning outcome at the elementary stage.

Ruchira, G. (2020) conducted a study of the impact of RTE Act 2010 on the education of children living on the streets of Delhi. Population of the study included street children, teachers (NGO and School) and community members. Objectives were, to study the socio-economic profile of children living on the streets of Delhi, to study the educational status, aspiration and challenges faced by children living on the streets of Delhi, to understand the extent to which the Right to Education Act 2010 was of benefit to children living on the streets of Delhi, to identify the challenges faced by NGOs towards imparting education to street children and seek solutions for the same, to identify the challenges faced by school authorities towards incorporating street children in education. During the study, it was found that RTE definitely made school accessible to this group of marginalised children. With the support of the local NGO, there was ease with which children are able to get admission in private schools as well as government schools and that too in age appropriate classes. The local NGO organize special education classes to bring this group of first generation learners at the same level with other children of the school. It was found that there is a huge demand for private school among the parents and getting entry in private school is seen as a status symbol. There was a belief among the parents that quality education is provided only by the private schools and not government schools. As far as the knowledge of RTE Act is concerned, it was found that none of the

respondents were aware about the name RTE but they heard about the No detention Policy. None of the school was following the provision of School Management Committee. During the research, there were evidences of physical and mental abuse, teachers even used degrading remarks. Both school and NGO teachers were aware of the RTE Act. All the 52 participants were aware about the Swachh Bharat Abhiyan and the Beti Bachao Beti Padao programme of the government due to the numerous street plays organised by the local NGOs.

Singh, J. B. (2021) conducted a research study on perceptions of school heads teachers and management committee members towards implementation procedures of the right to education act 2009. the objectives were, 1. To study the perceptions of elementary school heads towards implementing the procedures of the Right to Education Act, 2009. 2. To study the perceptions of elementary school teachers towards implementing the procedures of the Right to Education Act, 2009. 3. To study perceptions of elementary school management committee members towards implementing the procedures of the Right to Education Act, 2009. 4. To study the differences between elementary school heads and teachers regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009. 5. To study the differences between elementary school teachers and management committee members regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009. 6. To study the differences between elementary school heads and management committee members regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009. 7. To study the differences among elementary school heads regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009 on the basis of Location. 8. To study the differences among elementary school teachers regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009 on the basis of Location. 9. To study the differences among elementary school management committee members regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009 on the basis of Location. 10. To study the differences between elementary school heads and teachers regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009 on the basis of Location. 11. To study the differences between elementary school teachers and management committee members regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009 on the basis of Location. 12. Study the differences between elementary school heads and management committee members regarding their perceptions towards implementing the procedures of the Right to Education Act, 2009 on the basis of Location. The study revealed

that there was no high level of favourable level of perceptions of elementary school heads, teachers or school management committee or even among themselves towards implementing the procedures of the right to education Act 2009 of District Sahid Bhagat Singh Nagar of Panjab. There was no significant difference between urban elementary school teachers and rural elementary teachers regarding their perceptions towards implementing the procedures of the right to education Act 2009. There was no significant difference between urban elementary school management committee and rural elementary management committee members regarding their perceptions towards implementing the procedures of the right to education Act 2009. There was no significant difference between urban elementary school heads and rural elementary school heads regarding their perceptions towards implementing the procedures of the right to education Act 2009. On the basis of the mean score, the investigator revealed that the perceptions of elementary school heads was more favorable than school teachers and school management committee members.

Poonam, A. C. (2022) conducted research on Understanding beneficiaries and their participation in schools under RTE Act 2009 in Vadodara city. The objectives were, 1. To develop profile of beneficiaries of RTE Act, 2009 in Vadodara city. 2. To study participation of beneficiaries in school with respect to academic and socio-cultural aspect. 3. To study the role of the school in developing conducive environment for participation of beneficiaries of RTE Act, 2009. The researcher found that most of the beneficiaries belonged to SEBC and were male. Their parents took initiatives in getting admission. Parents were literate but most of them were far from graduation. Their family annual income was less than 36,000/-. They lived in pucca house with facilities like electricity, water with separate kitchen, toilet and bathroom. The children were regular, average in academic achievement, found it difficult to cope up with syllabus and some had difficulty with English. Most of the beneficiaries had polite behaviour with teachers but rarely approached them due to fear. Language was the major barrier. Overall beneficiaries had a friendly attitude with peers, sometimes peers did not accept the because of their quarrelsome behaviour. Though most of the schools conducted various activities for students, parents and teachers, only one school organised workshop especially for RTE parents. All the infrastructural facilities were accessible to the beneficiaries. Very few teachers were aware about the presence of RTE students in the class. So teachers conducted their regular activities in the class. Teachers treated the beneficiaries at par with other students in most cases. Non RTE students were unaware about the RTE students' special category admission. Parents of the beneficiaries participated in almost all activities organised by the

schools which led them to communicate with the teachers about their child's performance and also about their problems. During the research, researcher found that the number of beneficiaries responding were very less. Only 89 applications out of 800 seats sanctioned by the state government was received by the DEO, Vadodara. In the words of DEO, Lack of awareness among the parents about the act could be considered as the reason. Though financial position of parents were not so good, physical health of the beneficiaries were appropriate as most of the beneficiaries were found to be of appropriate height and weight. Most of the beneficiaries were living within the distance of 1km from the school.

2.2 IMPLICATIONS OF THE REVIEW

Many works related to education system in general and on educational policies in particular has been studied by the researcher. The aim of most of the educational policies has been Universalisation of Elementary Education. There is a constant effort from the government for realizing the goal. It was included in the Directive Principle about free and compulsory education. None of them was fully successful. The biggest step towards the realization of free and compulsory education of children of age group 6-14 was done when government formulated The Right to Education Act 2009. Researcher found that some studies were conducted on studying the development of universalization of elementary education, some works were on critically analysing the act and also to know the development of education at the elementary level. The study showed that there was a huge increase in the number of primary and upper primary schools in the district. There was increase in overall enrolment, enrolment of girls, enrolment of SC and ST, increase in the number of teachers but at the same time there was considerable number of drop out also. Poverty, illiteracy of parents, parental indifference, and lack of motivation among children, poor health and illness are some of the major external reasons. The internal reasons are, defective curriculum, teacher, inadequate physical facilities, defective teaching method and defective evaluation system. The district inspector admitted that due to various administrative works, they did not get time for inspection. Community participation seemed to be only ornamental as there was a lack of understanding among people regarding their power and knowledge on the importance of community participation. Section 21 of RTE Act also mandates that the state government, local bodies and government aided private schools should constitute SMC. The SMCs were supposed to ensure enrolment and continued attendance of all children from the neighbourhood of the school. So the work was useful in understanding community participation in schools after the implementation of SSA.

One of the studies showed the rise in the enrolment and retention rate of girls in the schools but boys leave school before the completion of elementary education. The reasons for drop out of most of the children were, frequent migration of the parents for livelihood, helping parents in farming, sibling care, house hold work etc. From the study conducted by Dave, S., it was found that there was a considerable increase in the enrolment ratio in primary especially enrolment of girls but from upper primary, drop out ratio was found significant. Though most of the schools had better infra structure, facilities like library and science laboratory are not utilized properly. Quality of mid-day meal was not said to be satisfactory. Migration of parents was the major reason for the irregularity of students. Stake holders agreed that there was a considerable improvement in the allotment of finances after the implementation of SSA program. Another study revealed that as the unrecognised schools are not taken in to account, such schools couldn't have an impact on the actual policymaking process and outcomes. The researcher found that the unrecognised schools have certain advantages over government schools like, better teacher student ratio, greater accountability, good reputation of the owners of the schools, innovative methods to attract the students, affordability etc. At the same time they faced problems like, shortage of space, low teacher salary, low teacher qualification and less infrastructure facilities. The researcher was of the opinion that all such schools must be given recognition as it would contribute in attaining universal elementary education. Mid-Day Meal program achieved success in alleviating classroom hunger and persuading poor families to send their children to school. Thus the program increased enrolment and attendance rate and reduced dropout rate and shown improvement in retention. It made the schools more attractive to children. The study show that MDM scheme can do a lot in fulfilling the dream of universalisation of elementary education in India.

Another study discussed some of the challenges like psychological insecurity of children going to private schools under the provision of 25% reservation, the teacher student ratio which was not properly maintained, lack of proper training to the teachers etc. The researcher of that study was of the opinion that, RTE Act in its present form would neither promote its prime objective of ensuring completion of elementary education of every child of the age 6 to 14 years nor meet the commitment of ensuring quality primary education. The study discussed the changes needed in the RTE Act. The reviewed study included literature on the historical background and salient features RTE Act and the urgent need of changes for better school education. Studies included works on Universalisation of Elementary Education (UEE) in colonial and free India which covered historical backgrounds for providing right to education along with

the constitutional provisions and efforts of the government in passing the RTE Act, 2009. Both studies helped the researcher in finding what led to the formation of different educational policies in India and get more information on RTE Act, 2009. Some studies showed that the challenges still exist in schools in the case of infrastructure, teacher- student ratio, teacher qualification etc. The study gives some suggestions also. The study said that majority of grant in aid schools didn't have required infrastructure facilities where as it was available in private schools. Teachers of Purulia district of West Bengal opined that both qualitative and quantitative improvement is possible through RTE Act, 2009. Teachers think that the Act ensured the right to take education for the students of all sections of society and the provision of 25% of seat reservation for the students of backward classes in private schools will increase the interest among them to take education. Teachers also thought that flexibility in the process of admission will encourage the parents to send their children to school. Though the teachers appreciated the Act, they opined that RTE Act, 2009 curtailed the freedom of the teachers in the field of education especially in controlling the classroom. And an indifferent attitude was created among the teachers and students towards education as there was no pass-fail in the examination up to class VIII as per RTE Act, 2009.

The study of Mondal, A. on universalisation of elementary education with special reference to the right of children to free and compulsory education gave an in-depth information about the educational policies during the British period and the programs undertaken to achieve universalisation of elementary education which gave the researcher some knowledge about the emergence of free education in India. Some studies gave the reasons for the 'Out of School Children' as migration. General conclusion was that universal access to primary education needs proper implementation of RTE Act, 2009 and still there was a lack of proper implementation. One of the studies that was conducted in the district of Vadodara showed that the facility of providing admission in the neighbourhood school seemed to have worked in Vadodara.

Thus many studies were conducted by the researchers to know about the RTE Act 2009. These studies helped in forming a better understanding about the situation prevalent in India in the field of primary education till the implementation of the act and after that. Moreover it helped the researcher to in understating the methodology and the appropriate tools to be used. This would help the researcher to conduct the study in a better way. The review of related literature gave the researcher an in-depth knowledge on the history and back ground of the formulation of Right to Education Act 2009. It also gave knowledge about the issues and challenges in the

implementation of the act. Status of primary education after the implementation was also studied. All these would be used by the researcher while making a critical analysis of the Right to Education Act, 2009.

2.2.1 RESEARCH TRENDS AND GAPS

The researcher reviewed many works on education system and different educational policies to form a foundation for the present study. In addition to that the review provided more insights into the methodology and the tools used which can be employed in the present study. The reviewed works were done in different parts of the country though a few were from Gujarat. The findings of the reviewed works showed diverse response depending on the types of schools and the area of the study. It was found that an elaborate study broadly covering different aspect related to the implementation of the Act was not done in the city of Vadodara. The study conducted by Poonam, A. C. (2022) on understanding beneficiaries and their participation in schools under RTE Act 2009 in Vadodara city was the only study specific to the topic available to the researcher. It concentrated on the perceptions of the RTE students only and their participation in academic and socio cultural aspect. The tools used were, the Performa of the students, non-participant observation and semi-structured interview. The variables of the study as well as the samples were more limited and as the result of that the study couldn't provide a comprehensive idea on the status of implementation of the Act. Findings of the reviewed research showed lack of awareness about the Act and insufficient response from the beneficiaries in admission process. Realization of the goals of the Act depends on the awareness of the stake holders of the Act, implementation of the provisions of the Act in schools and an understanding about the impact and the issues and challenges in its implementation. In this context the researcher was interested in a detailed study of implementation of Right to Education Act, 2009 including all the stakeholders of education by selecting all the granted and non-granted Elementary schools of Vadodara city, through stratified random sampling.

2.3 CONCLUSION

The chapter presented the review of related literature. Many works universalisation of education and right to education were reviewed by the researcher. It provide insight into the various aspects and problems related to elementary education in the context of right to education. All these helped the researcher to get a wider view of the area of study and decide the methodology to be followed.