

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Introduction

Review of Literature is an integral part of a research project because it provides an overview to the researcher about the previous research/scholarly work i.e. it familiar the researcher with what has been done on a particular topic, what the gap in the knowledge and how your research tries to fill the research gap. By the review of existing literature a researchers can know and identify three main things. These are theory, methodology and research gap. Theory tells to the researcher what the previous research says. Researcher can also know about the research methodology that how the previous researcher carried out their research in a particular field of study. Besides it, researcher can also identify the research gap in the exiting literature. The major focus of this chapter is to review the information on the related problem.

2.2. Review of Studies Regarding RTE Act, 2009

Here, the researcher covers those studies which have addressed to the implementation of act, awareness of different stakeholders, concerns and problems related to RTE. The researcher makes comprehensive review of related literature related to RTE which is discussed as following:

Krishna et al (2020) carried out a study to know about the implementation of various provision of RTE Act, 2009 in A.P. It concluded that the PTR is 1:11, which not as per RTE norms; Around 90% schools have infrastructural facilities in Tenali Mandal, while 80% in Amadalavalasa Mandal; 100% students are getting both free textbooks

and uniform in both the Mandals; Around 90% students are not getting any scholarship; both sample Mandals, 95% teachers are satisfied with the functioning of SMC; 100% students have responded positively regarding the use of TLM in the classrooms in both Mandals.

ASER (2019) education report found that only 41% children could recognize two digit numbers, only 16% children can read text of Class 1 while 40% cannot recognize letters and only 19% can do additions, only 50.3% students of class 5th can read text of class 2 . There is lack of age-appropriate basic skills at the early years education impact the entire education.

Kar (2019) attempted a study to find out the compliance of various schools under SSA (2001). The results of the study show that maximum schools in Golaghat district have very less provision for visually impaired. It also revealed that there were lacks of separate classrooms, basic facilities like separate rooms for the headmaster, staff room for teachers, computer room, and sports equipment were not available in majority of schools.

Kaur (2019) studied the perceptions of elementary school Heads and Teachers towards the implementation of RTE Act, 2009 in the district of S.B.S. Nagar, Punjab and the results show that no significant difference in the perceptions urban and rural Heads & Teachers and Teachers have more favorable perceptions than the Heads toward RTE Act, 2009.

Mohalik (2018) attempted a study to know the status of implementation of the RTE Act 2009 and issues in its effective implementation in the state of Jharkhand, India. The results of the study revealed that most of school provisions such as infrastructure

and teaching learning materials, separate toilet for boys and girls were not available, lack of subject- teacher etc. have not fulfilled and implemented. It found that there were a few (15.90%) of schools which have special/ resource teachers to teach CWSN student. The author suggested that for the effective implementation of Act, all the stakeholders must work together.

Anil (2018) reported that every non-public schools must consider 25% of children who belong to the financially weaker sections but on the other hand, there are many institutions who aren't doing this. The names and number of these institutions remain unclosed, though with the help of numerous investigations there are few names which came to light. Some private schools are not considering the records of the children who belong to the weaker section from the various foundations in spite of getting aid from the administration.

A study carried out by **Shrivastava (2018)** to know the awareness of SMC towards RTE rules and their Role and Responsibilities. He noted that SMC are aware of the rules laid by RTE and performing their responsibilities properly. However, they should be trained and provided support to witness the hurdles.

ASER (2018) revealed that the education quality in India's government schools - a high percentage of 72% students from class V and 56 % class VIII cannot solve simple mathematical problems which just of class 2 level; 49 % of students from class V and 27% students from class VIII cannot read a simple text of class 2 level.

New Indian Express (2018) revealed that the awareness of primary stakeholders about the Act is at 62.18%; parents of children in govt. schools had the score lowest

while Block Education Officers and Head-teachers of govt. school had the score highest.

Mohalik (2017) examined awareness, initiatives taken for CWSN and issues in implementing the RTE, Act, 2009 in the state of Odisha. The findings of the study explain that majority of head teachers and School Management Committee members are aware about act; the Govt. has taken initiatives to providing the special facilities for CWSN and also takes some steps like for developing training and assessment modules for admitting out of schools children. The author have opined that for the well implementation of the Act the Central Govt. must be needed to provide financial assistance for infrastructure amenities of school.

A study carried out by **Saha (2017)** on level of awareness among elementary female teachers towards RTE Act-2009 in West Bengal and found significant difference in awareness among urban female and rural female elementary Teachers , Government female and private female elementary teachers, trained female and none trained Female Elementary Teachers.

Degi and Tok (2017) carried out a study on “level of awareness and attitude towards child’s right to free and compulsory education act among the parents and teachers of papum pare district of A.P”. It revealed that most of the parents are aware of different features of RTE Act like: free education, CCE, banned in corporal punishment and compulsory teachers training but not aware about the no document and no screening test required at the time of admission in school, 25% reservation in private schools inclusive Education programme and 97% parents about NCPCR where they can

register child related complaints. This reveals that there is an urgent need to provide more awareness and training to parents.

Sethi and Muddgal (2017) reported that there are several numbers of teachers who don't have any clear idea about the RTE Act, but they still are applying it, through the little information they possess about it. Due to which there are many difficulties and resistances gets arisen, so therefore to lessen these problems it becomes utterly important for the teachers to get a thorough understanding of this subject. When the teachers are able to get a better understanding of this RTE Act, only then it is possible for them to implement it in an appropriate time.

ASER (2017) reported that 25 % of students cannot read and write basic text fluently, and cannot solve or understand the basic mathematic i.e. disappointment performance. Overall, the result revealed that after completing elementary school most children did not have age-appropriate knowledge and basic foundational skills of reading, writing or arithmetic.

Chauhan and Sati (2016) conducted a study about the status of RTE in Uttarakhand, India. It revealed that present educational level is not satisfactory in India as well in Uttarakhand rather other states of India and it was suggested that there is need to undertake serious monitoring and an effective information system was required for successful implementation of programmes.

Mahajan (2016) stated that there were significant progress in basic facilities in drinking water, separate boys-girls ' toilets ; For boys from 90.12 % in 2012 to 99.65 % in 2015 and for girls from 77.31 % in 2011 to 99.25 % and the drinking water facility also increased .

A study carried out by **Raju (2016)** to assess the awareness among upper primary school teacher. And found the significant difference about the RTE awareness in respect of male and female teachers, rural and urban teacher, and science and art teachers.

Shinde (2015) analyzed challenges for implementation of RTE for children with hearing impairment. This study was paramount in highlighting the problems regarding access to education or infrastructure facilities, along with problems being face by the principals for implanting RTE Act. After conducting the research, the researcher found that the principals haven't challenged during the admission procedure of CWHI but the principals face more challenges in placing CWHI in age-appropriate classrooms in Zila Parishad schools of thane district. The finding of this study highlighted that principals faced more challenges in providing basic facilities to CWHI than special facilities.

A study carried out by **Talluri (2015)** on “Attitude of primary school teachers towards the RTE Act, 2009.” The study consisted a random sample of 100 primary school teachers in rural and urban areas belonging to Guntur district, Andhra Pradesh. Data revealed significant difference between the attitudes of government and private male, female primary school teachers towards the right to education act.

Bhattacharya and Mohalik (2015) have looked into the problems that exist for the SMC members about the implementation of the RTE Act, 2009. The SMC members exist in the first place to build the gap between the community and the schools that are being run. According to the study run by the authors, it was found that 34% of the SMC members were of the view that the parents lack interest in terms of sending their

children to school and this serves as an essential problem in enhancing enrollment. On the other hand, 46% of these members stipulated that the poor quality of the teaching-learning process being dissipated also acts as a boulder when it comes to offering quality elementary education. Also, 50% of these members stated that the teachers at the school do not have the necessary skills and this has been a major impediment to comprehensively evaluate the functioning of the school. It was also found that 44% of members have come to an agreement that lack of knowledge amongst the members of the SMC has led to the absence of a School Development Plan. However, 34% of the members opined that a lack of funding keeps the SMC Members from formulating a School Development Plan. Thus, the research concluded on the note that it was required to motivate the members of SMC to take part in the activities relating to school like conducting admission drive, convincing parents to enroll their students in schools, working towards the development of the school infrastructure, work on the skills of the teachers and their punctuality and so forth. Also, if the SMC members or the parents do not have enough information about the Right to Education Act, 2009 then all efforts must be taken to make sure that people become aware of it.

Krishna and Mangesh (2015) conducted a study to look at the awareness of primary school teachers towards the RTE Act, 2009 and to compare the awareness of government schools' male and female schools teachers and private schools teachers and to discuss the role of teachers in implementing RTE. Data were collected by self-made questionnaires from 50 school teachers (25 male, 25 female) of Satara district included govt., private schools. It also found that male teachers are more aware than female teachers towards RTE. The findings of the study suggest that there is an undeniable necessity for a training programme to be conducted for teachers, to inform

them better about the right to education act. The government must organize seminars, conferences, in-service programmes, workshops, refresher courses, etc. to create awareness among female teachers.

Dhanavendan and Vakkil (2015) have conducted a study on “In-service special education teacher trainee’s perception about the right to education act” Present study explored ideas on RTE Act, special education, teacher trainee's perception, and awareness. The investigators used purposive sampling to collect data by self-administered questionnaire from 40 special education teacher trainees. The findings of the study revealed that there is no noticeable chasm between the perceptions of male trainees and that of female trainees about the RTE.

Manju (2015) studied on "Awareness about the right to education act (RTE) among parents of students belonging to Soliga Tribe" to understand the awareness about the Right to Education Act among parents of Soliga Tribe. Data were collected from 50 parents by interview schedule. And found that 64% parents were unaware of the RTE act. The author suggested that Orientation programmes, workshops and seminars should be organized to aware of parents and guardians about the RTE act.

Swain and Satapathy (2015) conducted a study on “Quality of elementary education in Nalagarh district of Odisha: an evaluative study”. Authors found that Different physical facilities such as adequate classrooms; furniture, drinking water, toilet, storage facility, and boundary wall were available in more than 66 percent of schools but playground and electricity were available in very few schools. Teaching Learning Materials such as blackboards, charts, maps, globes, and models were available in

almost all (100 percent) schools. Almost all the teachers (100 percent) used teaching Learning Materials to provide instruction to students. The paper also presented suggestions given by the teachers related to improving the quality of elementary education including -separate toilet facilities for boys and girls, provision of electricity in schools, playground, supply of newspapers, journals and magazines, provision of boundary wall, storeroom, appointment of more teaching staff and availability of staff quarters.

A study conducted by **Mahanandi** in the year 2014 portrays that the role of a teacher in the operation of the RTE Act 2009 is essential. Along with their duties, a teacher's knowledge and awareness about this programme are also necessary. The paper further focuses on measuring the awareness that is present amongst the teachers. To obtain this, a survey was conducted which was aimed at 50 primary school teachers who belonged from 10 schools located in Mahaboob Nager District. Amongst these teachers, 25 were male whereas 25 teachers were female and 30 of them were affiliated with government schools while the rest of 20 were a part of private schools. The conclusion derived from this study was that the female teachers are more familiar with the concept and exercising of the RTE Act as compared to the male teachers and also that the teachers who belonged to the Government schools are more aware in comparison to the teachers from the private schools. In addition to this, one of the other findings revealed that the teachers who are actively involved in the school activities as well as take part in several training programmes are more aware of the RTE Act. According to the author, it is a necessity for the headmasters along with the school teachers to be oriented on the RTE Act and get acquired with its objectives and

provisions. The sole reason for this being so that they accomplish the purpose of free and compulsory education.

Reddy's paper (2014) consisted of historical perspectives and gives a brief outline along with the important features of the RTE Act. The highlights of this paper are done on the issues that occur during the implementation of this act, and it has also recommended the steps which can be taken by the Sarva Shiksha Abhiyan along with the managing committees of schools to solve the problems and provide quality education. Furthermore, the author focused on the concerns that are related to the framework of and the funds that are directed towards schools and also the issues regarding the 25% reservation in private schools. As per the fundamental rights that are mentioned in the Constitution of India, every child is liable to be provided with education. The RTE Act can be aptly implemented by the teachers who are present in schools and society. Although the RTE Act can be appreciated for showering its responsibilities on the teachers by making use of fairly specific terms, it is also important to analyze the situations and alertness that is present regarding the RTE Act amongst the schools and the involved authorities.

Likewise, a paper written by **Deepthi** (2014) states that RTE Act has focused on and delves into the level of exercising this act. Along with it, it has also evaluated the knowledge and understanding that can be found amongst the teachers, parents as well as the students about the provisions of the RTE. Furthermore, it has explored the problems and the challenges that come across a teacher while implementing this Act. For the attainment of a valid result, the whole nation must come together and work in coordination with each other. It is also required of the various agencies to cooperate among themselves for the upliftment of this act. Education is intrinsic to the

community and society. A school is considered to be a place where its learning plan is deliberately designed in a way so that its outcome could benefit society. Schools are required to cooperate with their surroundings as well as the community where it has been established.

A paper done in focuses on the importance of community in exercising of the RTE Act (**Babu, 2014**). The community usually engages a large group of people who can be found within a recognizable confine. These people are bound together by socio-economic and various activities that are held among the members of the community which in turn brings harmony and helps in the development of a recognizable identity as a group. Community possess a great force of education thus the people of the society should always make sure that they understand this as well as work along with it. A quality education comprises of appropriate accommodations, enough number of teachers who are qualified, various educational programmes which would give standard learning, and the development of committees in schools who are liable for its management and monitoring of its functions. The RTE functions with the sole purpose to make sure that the schools are well equipped with essential human, financial as well as physical sources so that all the children who lie between the ages of 6 to 14 years are provided with compulsory elementary education.

Antony and David (2014) conducted a study to know the impact of various schemes adopted by the government to make strengthening elementary education. Data were collected by secondary sources i.e. research reports research articles, newspaper etc. The study showed that the number of children particularly belonged to disadvantaged groups and weaker sections, the dropout rate was high at elementary level and quality

of learning achievement is not satisfactory of those children who complete elementary education.

A paper that was written by **Abbas (2014)** focused on the functions and the duties of private schools that come under and follow the RTE Act. The study aims to check the effectiveness of the provisions which oblige the private schools about the RTE Act. It has also studied the difference in the responsibility of the state and the autonomy with which private schools operate. The outcome of this study signified that for the productivity of this implementation the schools must follow a fair means of selection along with an evaluation system that is transparent and has a secure payment structure. For the reservation in the private schools, it is also required of the government to take strict action and implement the system in a way that it becomes beneficial to the 25 percent of the disadvantaged groups.

Das (2014) found that more than half of the objectives stipulated in the RTE Act have been implemented; however, there are some objectives which the area is struggling to achieve because of the issues that arise like a lack of communication facility or proper management or leadership. Also, it was observed that the objectives were battling to be met because of the lack of proper finances. The author came up with a measure to resolve the problems so that the goals framed in the Right to Education Act, 2009 become easily achievable.

A study was conducted by **Chandrappa (2014)** on "RTE-Elementary Education: Backbone of the Education system." The study revealed that the private sector has played a significant role in improving the education system. Students' growth in number and quality education is much better than government schools. To get quality

education effective implementation of the RTE Act is needed. There are several issues can be resolved through legal recourse or policy changes or rolled out the Act.

Malakar and Mahato (2014) conducted a study to see the status of the RTE Act, 2009 in Tripura. The present study explored the ideas on 4A's framework. The aim of the RTE Act is to make drop-out free elementary education for every child under the Act. The data revealed that there is a high enrollment of girls near about 50% of the total enrollment in both primary and upper primary levels. Besides these children from socially backward families were also substantial in number in comparison to their population size. The study suggests that to get quality education, a quality teacher is very essential. Therefore professional training should be given to teachers for ensuring quality education for all at the elementary level.

Kaur (2014) highlights the issues and challenges related to the universalization of elementary education. It revealed that there are a lot of challenges in implementing the RTE Act 2009. These challenges are financial, qualified teachers, infrastructure facilities, out of school children pupil – teacher ratio, Gender disparities in Education, Lack of Co-Ordination between Various Implementing Agencies, lack of awareness, school management committee, Socio-Economic and Regional imbalances in Education etc. According to the Census 2011, the literacy rate of rural women is still 58.75 which is much below in the states like Rajasthan where rural female literacy rate is merely 46.25 percent (Census 2011). The latest survey conducted in Punjab to set goals to comply with RTE, 50,000 children are out of school now. There are more than 12 million children in India (these are just official figures and in reality, the number may be much more than this), who are engaged in child labor. UNICEF (2013) reported that Eight million children never stepped inside a school and 80

million comprises dropped out and at a risk to be dropped out without completing basic schooling, 41% of children dropped out before elementary level.

Kales and Thakur (2014) attempted a study on “Challenges Confronting Right to Education Act-2009 and Implementation” to explore the ideas on Right to Education Act-2009, its Salient Features, and Main, Challenges of Implementation. The present paper discussed the responsibilities and duties of appropriate government, state commission, the National or state advisory councils, SMC, schools, teachers. Besides it, it also focused on the problems prevalent as Human resources & Physical infrastructure. Findings of the study revealed that more than 50% of schools were not equipped with the physical infrastructure and human resources, essential to be categorized as disabled-friendly, and 9% of the elementary schools were still being run by a single teacher.

The study carried out by **Lal (2014)** with the main aim to compare the awareness of male and female teachers in rural as well as urban areas towards the RTE Act. The findings of the study revealed that male teachers who hail from rural areas are aware of the RTE Act when compared to their female counterparts. On the other hand, in the urban regions, female teachers are well-versed about the RTE Act as compared to the male teachers.

George (2014) attempted a study on “Parental Awareness of Right to Education Act 2009” consist of 50 samples of parents through snowball sampling. Information collected by an interview schedule to assess the awareness of parents on the Right to Education act 2009. Results of the study revealed that there are low levels of

awareness on the RTE Act among these parents, 62% of the parents were not aware of the RTE Act, 2009.

A study performed by **Kalyani (2014)**, has mentioned that the RTE Act is assistance that serves as a foundation to make sure that each child gets a quality elementary education. Furthermore, this can be obtained with the contribution of the state along with the community and the responsible families. The paper aims its attention on the exercising of the RTE Act as well as the complications that come along with it. A right to compulsory education is at the disposal of all the children who belong to the age group of 6 to 14 years. According to this act, children admitted to government schools are not liable to any direct or indirect fee. Since the government has brought about the legislation of the RTE Act, they are bound to offer free elementary education. It has become an ideal platform for outreach to the children who are not provided with the privilege of quality education. Along with education, the RTE Act also aims at standards of teaching and quality learning which can only be acquired with efforts and considerable reforms. Many challenges have come across while implementing the RTE Act, this includes lack of efficient teachers, placement of schools in the neighborhood, lack of assistance from the private schools, installation of appropriate foundation and legitimate procedures that are carried out for the admission of children in the schools. The problems that are being met with the enactment of this legislation will be done away with once the stakeholders become dedicated to their tasks and work in coordination with each other. It is not only the obligation of the central and the state governments but the whole nation is equally liable for the upliftment of this subject which will bring about a significant improvement in the goal so set.

National Achievement Survey (Cycle 3) (2014) conducted by NCERT to analyze the performance of students in mathematics and language subjects. NAS comprise the sample of 104374 students in 7046 schools operational in 34 states and Union Territories. The finding of NAS revealed that on average the children scored 64% and 66% in Language and Mathematics respectively and over two-thirds of children are scoring higher than 50%. Improvement is warranted, particularly in developing skill-sets in children like-listening and reading with comprehension in terms of languages and recognizing place value, and ability to subtract and divide in case of mathematics.

Ojha (2013) was of the view that there is little progress that can be observed in the dissipation of quality education and increment in the enrolment rate in the education sector of Haryana despite it being two years since the implementation of RTE. A similar trend has been put forward when it comes to the understanding of the act. The paper puts forward certain recommendations and calls to expedite the intervention made by the government to operationalize the act.

V P and Jha (2013) evaluated how successfully the RTE Act is being executed in the panchayat. The study put across the fact that no state authority had ever visited to supervise the Act's implementation since the Act has been put into practice in the Gram Panchayats. The requirements stated by the SMCs have not attained enough attention from the self-government that functions in the local areas. The study also revealed that none of the teachers have received the benefits of a comprehensive training programme meant to improve the quality of education being dissipated under the RTE Act, 2009. Also, the panchayat stated that they have not received any grant of the sorts to execute the provisions expressed under the RTE. They have conferred a sum of 6 lakhs on an annual basis from which a sum of 5.7 lakhs is taken away stating

that it is required for paying for water and electricity; thus, leaving little money behind to fund education.

A study conducted by **Soni and Rahman (2013)** on the status of implementation of RTE Act 2009 for underprivileged Children at elementary level. This study aimed to analyze the current state of compliance of various provisions of RTE Act 2009 in states and UTs for CWSN and underprivileged children, and also to find the challenges facing states/UTs to implement the Act. This study explored in detail the difficulties in the proper implementation of the Act. States, UTs, districts, and schools were shortlisted using purposive sampling. In the Selection of respondents stratified random sampling was used. The result revealed that there were several important variables that are associated with difficulties in fulfillment of RTE act-poor infrastructure, non-availability of special aids, shortage of special teachers, not suitable wheelchair users are not, parents are not aware of the various provision of RTE Act. (JHARKHAND, KERALA, ORISSA, GUJARAT, ANDHRAPRADESH, UTTARAKHAND, ANDAMAN AND NICOBAR ISLANDS, PUDUCHERRY).

The Indian Express (2013), Human Resource Development Minister, released the ASER report; but, he held the view that the declining learning levels were not subject to CCE. Nonetheless, he also stated that he has observed a trend wherein the parents of the students have come to him requesting to do away with the CCE. The CCE was developed, in the first place, to reduce the amount of stress that is levied upon the students. It aims to change the marks to grades and takes into account co-curricular activities apart from the academics. Also, the RTE Act has stipulated that up to class 8, no student shall be detained and this policy has been attacked by several state

governments; thus, a Central Advisory Board of Education (CABE) committee is analyzing the problem to come up with a solution.

Gadam (2013) conducted a study which helped in devising a relationship between the work experience of a teacher and the awareness they hold with regard to the responsibility they are conferred under the Right to Free and Compulsory Education Act. The study also analyzed the impact of the qualification of a teacher on the accountability they hold. The findings showed that the teachers who have had work experience in the past, have a higher level of awareness of the responsibility that has been handed over to them under the RTE Act, 2009 and the ones with no, or some, work experience had lower amounts of knowledge with regard to the said matter. It was also found that the educational qualification of a teacher has a substantial impact on the awareness of the responsibility of the teachers stipulated under the RTE Act, 2009.

The Indian Express (2013) an article reports a speech by Union Human Resource Development minister M Pallam Raju who stated that the government intends to provide an education that has held the terms of quality and improve the capacity building in the upcoming future in high regard. He mentioned that ever since the Right to Education Act has been legislated approximately 230 million children have been admitted to schools. The approval of this **RTE Act (2009)** has marked itself as a memorable and remarkable moment for the children of India. However, the concerns and challenges associated with it cannot be ignored.

Ghosh (2013) has conducted a study on "Right to Education Act 2009: Issues & Challenges". This research paper revealed various issues related to the various

provision of RTE Act, 2009. The paper suggests that there is the need to work together properly i.e. the central and state governments, Community participation, coordination among different agencies and functionaries should be involved for proper implementation of RTE Act, 2009.

A newspaper reported the fact that there are over 90% of the city schools which have still not met the infrastructure norms that have been mentioned under the Right to Education Act 2009, and the schools which were blacklisted with regard to this have been granted another chance. The education department had stipulated that the schools have been provided two months to make amends or else their recognition will be rescinded. According to the RTE act, schools were meant to abide by the ten rules mentioned in the act by the 31st of August, 2013. "The majority of the schools have not fulfilled these norms. It would be impractical to derecognize them all. Hence the extension has been given," said Mahavir Mane, state director of primary education for it was found that 1600 out of the 1703 schools had not met the rules. The same paper stipulated that according to data collected on the 20th of July it was found that 103 schools in the city satisfied the norms of society. It also throws light upon the fact that the majority of the schools have not implemented two to three criteria according to the RTE Act. Mane, however, stated that the schools have been given time to make the necessary amends. Although the schools have been relieved – they think that the time may not serve to be enough. The schools which have been pointed out for having classrooms smaller than 400 square feet will not be able to satisfy this criterion. They cite the following reason "The BMC is not permitting to expand the classrooms. Most of the classrooms are built according to the rules before RTE," said Prashant Redij, vice president of the association of private schools." (Pednekar, 2013)

Siddiqui (2012) reported that ever since the RTE Act has been legislated, the student-teacher ratio has taken a hit. The school board chairperson Dr. Jagdish Bhavsar concurs with the said problem and states that there exists a shortage of teachers. However, he is of the view that the recruitment schedule prevalent is in line with the period which corresponds to the pre-RTE situation. Since RTE has been enacted, the pupil to teacher ratio has changed and; thus, a crisis concerning the existence of teachers in the spectrum exists. He also mentioned that this problem needs immediate attention.

According to ASER (2012) the school enrolment rate has increased to 96 percent but the number of dropouts has also increased from 3.3 percent to 3.5 percent – this number is slightly higher in case of girls (hailing from the 11-14 year group) at 6 percent from the 5.2 percent which prevailed in the year 2011. Also, findings indicate that private schools are more preferred because their enrolment rate stood at 28.3 percent in 2012 as compared to 18.7 percent in 2006. According to the trends, ASER has predicted that not less than 50 percent of the children in India are prone to studying in private schools. It also found that in the year 2010, 46 percent of class 5 students could not read a textbook that belonged to grade 2. This number has increased to 53.2 percent in the year 2012. It was also found that the students faced problems when it came to mathematics, especially arithmetic, wherein 46.5 percent of class 5 students were not able to solve a simple subtraction exercise of two digits without the process of borrowing in the year 2012, which has increased from the 29.1 percent prevalent in 2010. As a matter of fact, apart from the states of Andhra Pradesh, Kerala and Karnataka, all the other states have seen a drop in the arithmetic proficiency levels, according to ASER 2012.

A study run by **Rajput and Aziz (2012)** revealed that a significant lack in the awareness about the subject matter existed and barely any parents living in the slums had heard about such a scheme. Thus, the study reiterated on the fact that the individuals needed to spread awareness about the RTE Act, 2009 beginning from the urban slums to the entire urban area.

A study carried out by **Debbarma (2011)** found that private schools have opposed the reservation policy mentioned under the RTE Act, 2009 owing to the opinion that the students from the disadvantaged sections of the economy may not be able to cope up with the environment perpetual in the private schools.

Mishra (2011) administered research intending to delve into the problems that the government schools, operating within a 10 km radius of Bhubaneswar city, were facing. The findings of the study displayed that the parents had information about the provision of free elementary education for children aged 6-14 years. However, they were not aware of the compensation the students would be paid if they attended school. It was also found that the head teachers of the school had little knowledge about how a child exceeding six years of age is to be enrolled in the school or whether it is in the scope of the school to enroll a child who does not have a transfer certificate and so forth.

Reddy and Sinha (2010) conducted a research which has attempted to figure out the intensity of the problem associated with dropouts. It has examined the common reasons which pertain to the dropping out of students citing poverty, child labor, the lack of interest amongst parents and limited credit as the most common ones. The authors are of the view that existing studies lack insight about the rules and

procedures at schools which lead to the pushing out of students from their schools. The authors have stipulated that a lack of a definite norm in the society has been a major impediment in the child's route to attaining their right to education. The paper has also mentioned an experiment carried out by the MV Foundation in the Shankarpalle Mandal, Ranga Reddy district, Andhra Pradesh, wherein an overhaul was brought about the rules of the schools to ensure that all the children remained in school to complete their primary education.

Singh (2010) authored a research paper that collected the data about the exercising of rules that have been stipulated under RTE and by the government. Thus, various visits were conducted to recognized and unrecognized schools in the Shahdara district. It was observed that even if these schools did not meet the norms, the parents continued to send their students to the schools. They preferred the unrecognized schools than any other recognized institute because of the low fees being charged by them. The teachers at unrecognized institutes were shown to be passionate about imparting education amongst the children. The authors of the paper are of the view that even though it is in line with the best interests of the school to gain recognition, it in no way means that all the unrecognized schools need to be shut down.

A study carried out by **Mehta and Kapoor (2010)** throws light upon the various issues that exist in the exercising of the act about the responsibility the government undertakes. It put forward that India has been struggling with various issues that have a direct impact on the country's educational status; nonetheless, the existence of School Management Committees is an important milestone that has been achieved by the RTE Act to bridge the gap between parents and schools. Thus, the authors have

opined that the RTE Act is a step forward towards achieving Millennium Development Goals.

2.3. Research Gap

Here, the review of the related literature on the present study throws light on the various researches conducted on the Right to education Act, 2009. It found that there is still a big question mark prevails on its applicability keeping in mind the increasing enrollment in private schools and decreasing enrollment in government elementary schools. Besides it, quality learning/education and absenteeism among students also challenges. RTE act aims at ensuring the quality of elementary education provided to all the students in India, although it cannot be assumed that this act has excelled all the flaws. RTE has gained importance in a variety of researches made priory. Most of the researches have been made to understand its challenges in terms of awareness and implementation. A lot of studies carried out on single stakeholder and single parameters, addressed such as duties & responsibilities, awareness, status of school norms, availability of basic facilities and implementation of SMCs etc. Some of the researches have covered its implementation in the primary schools of Delhi, its awareness among trained school teachers in Delhi and more likely topics. The researcher found only four or five studies which were based on the implementation of school's norms, issues and challenges, functioning of school management committee relates to Haryana context. But not comprehensive studies have been conducted to know the status of implementation of RTE Act, 2009 in the context of Haryana as well as Mahendergarh district which can provide the holistic understanding about the act.

This research is conducted to understand and present the current situation of RTE act in the rural elementary schools of Haryana in Mahendergarh district operated by the government. This research has carried out to evaluate the implementation of RTE Act,2009 that it is going on satisfactorily or not satisfactorily , what extents it has been successful to implement the school's norm and standards , what extent it has been successful to achieve the desired goals of providing quality elementary education to all children.

As per the agendas of this research, one can briefly understand the implementation and execution of RTE in the rural government schools of villages in Haryana. The research aims is to uplift the problems and challenges faced by the functionaries and beneficiaries in the respective area and make them aware of the provisions and rights are given to them for their betterment. This research is conducted to motivate the users of RTE to actively participate in enforcing these rights and leverage the benefits of provisions mentioned in the act. Instead of just deriving the statistics based on the performance of RTE, this research focuses on raising the quality and standard of the education provided in rural government schools of Haryana. The agenda of this research is to make parents, SMC, local authority, teachers, head teachers and students aware of their rights so that they can give themselves a base of bright future by the help of standardized elementary education.

Table No. 2.3.1. Research Gap

Authors	Research Objective	Main Findings/Gap
Krishna et al.(2020)	To examine the implementation of various provision of RTE Act, 2009 in A.P.	It showed that PTR is 1:11, not as per RTE norms, 56% teachers were engaged in other activities except teachin but around 80 per cent schools have infrastructural facilities.
Kaur (2019)	To study the perceptions of elementary school Heads and Teachers towards the implementation of RTE Act, 2009 in the district of S.B.S. Nagar, Punjab.	It found that there were not significant difference in the perceptions urban and rural heads &teachers but teachers have more favorable perceptions than the heads.
Shrivastava (2018)	To study the awareness of SMCs towards their role and responsibilities related to RTE	SMC were aware of the rules laid by RTE and performed their responsibilities properly.
Mohalik (2018)	To study the status of implementation of the RTE Act 2009 and issues in its effective implementation.	Most of the provisions relating to school provisions not fully implemented. So, it was suggested that for the effective implementation of Act, all the stakeholders must work together.

<p>Sethi and Muddgal (2017)</p>	<p>To study the knowledge of teachers about the RTE Act</p>	<p>It showed that there were several numbers of teachers who not have clear idea and not aware to fullest extent about the RTE Act, 2009.</p>
<p>Mohalik (2017)</p>	<p>To study the awareness of head teachers and School Management Committee members in the implementing RTE, Act, 2009 in the state of Odisha.</p>	<p>Majority of head teachers and School Management Committee members were aware about RTE Act, 2009.</p>
<p>Mahajan (2016)</p>	<p>To study the availability of basic facilities i.e. separate toilets for boy and girls ,water facility</p>	<p>It showed that after the implementation of act, there was significant progress in the basic facilities like drinking water, separate boys-girls’ toilets during the years 2011-2015.</p>
<p>Krishnarao and Mangesh (2015)</p>	<p>To examine the awareness among school teachers regarding RTE and to derive a comparative analysis of male and female teachers regarding the concerned domain. Also, to discuss the role of teachers regarding act.</p>	<p>The male teachers were comparatively more aware in comparison to female ones, there was no major difference in the awareness levels of teachers from government and private schools.</p>
<p>Manju (2015)</p>	<p>Ro study the parental awareness for RTE act in Soliga Tribe</p>	<p>The awareness amongst these parents was significantly low.</p>

<p>Shinde (2015)</p>	<p>To study the challenges faced by principles while implementing RTE for children with hearing impairment.</p>	<p>There were problems regarding access to education or infrastructure facilities, along with problems being face by the principals for implanting RTE Act. Due to lack of resources principals face more challenges in placing CWHI in age-appropriate classrooms.</p>
<p>George (2014)</p>	<p>To assess the awareness of RTE Act 2009 amongst the parents</p>	<p>The awareness is very low amongst the parents.</p>
<p>Thakur (2014)</p>	<p>To examine the awareness of RTE among trained teachers from the rural and urban areas. Also, to compare the level of awareness between male and female teachers.</p>	<p>Considering the elementary trained teachers, no difference was found among males and females teachers. However, when compared to rural trained teachers with urban trained teachers, there was a significant differentiation. Certainly, urban level teachers were found to be more aware of the RTE and its concepts than rural teachers.</p>

<p>Soni and Rehman (2013)</p>	<p>To examine the provisions made in RTE for children with disabilities or disadvantages in various states and UTs. To study the challenges faced by states and UTs for implementing these provisions.</p>	<p>The findings resulted in various challenges that restrict RTE to get implemented effectively. These barriers or constraints are in-apt infrastructures, lack of special teachers, unavailability of resources like wheelchairs, etc.</p>
<p>Rajput and Aziz (2013)</p>	<p>To assess the level of awareness amongst urban slum dwellers</p>	<p>Only 5% of the parents were aware of their duty to send their students to schools. Only a few people had heard about the act and most people were not aware of the basic provisions of the act.</p>

2.4. Conclusion

On the basis of reviews study, it can be said that there were a lot of study has been conducted on the aspect awareness regarding RTE Act, 2009 among different stakeholders like parents, elementary teachers, head teachers, SMCs (Gadam, 2013; Chandrappa, 2014; V P and Jha, 2013; Raman et al, 2017); reported that all stakeholders are not fully aware about Act. Besides it a lot of study carried to compare the awareness level of elementary teachers in the context of rural & urban, art & science, male & female, teachers and head teachers (Lal, 2014; Kumar, 2014); few studies reported that there is significant difference about awareness among male - female teachers, rural-urban teachers, science - art teachers and few studies show that there is no significant difference. Some of the investigators have attempted the study

on issues & challenges and problems faced by different stakeholder (Bhattacharya & Mohalik, 2015; Deepthi, 2014). However there were lack of comprehensive studies regarding to all stakeholders as teachers, head teachers, parents, SMCs, local authority, education authority like ABRCs, BEO and students. There were few studies on major stakeholders like teachers, head teachers, SMCs (Balmiki, 2017; Mohalik, 2017) but all stakeholders were not addressed. Few studies have attempted to know the status of implementation of the Act in different states and districts (Das, 2014; Raman, et al, 2017; Mohalik, 2018). It shows that there were not comprehensive studies found on the status of implementation of the RTE Act in the state of Haryana; hardly done a study on RTE Act, 2009 in the context of Mahendergarh district state Haryana, India. So, the researcher has come to know about a research problem by the reviews studies and researcher decided to conduct a study on **“An evaluative study of RTE Act, 2009 in the adopted villages of Central University of Haryana”**.