

2. LITERATURE REVIEW

CHAPTER TWO

REVIEW OF LITERATURE

2.0.0 INTRODUCTION

This chapter deals the review of those related literature which directly or indirectly related to the study proposed by the researcher. A careful review of the research journals, books, dissertation thesis and others is been done. Resourceful information on the problem to be investigated is one of the most important steps in planning of the any research so that the researcher can find the directions for pre request to plan of study. Avoid duplication, source of problem relationship among variables.

2.1.0 IMPORTANCE

A literature review is the documentation of selected research on a research problem. A review may constitute a research process or may constitute a research project in itself.

The literature review is critical synthesis of previous research. This provides a background to the study being proposed.

Review of related literature helps in following ways:

- Discounting important variables relevant to the topic
- Synthesizing and gaining a new perspective
- Identify relationship between ideas and practice
- Establishing the context of the topic or problem
- Rationalizing the significance of the problem
- Relating ideas and the theory to application

2.2.0 LITERATURE REVIEW

Geeta Chopra, (2015) “Child Rights in India: Challenges and Social Action” 6 gives a comprehensive view of child rights in India from a child development perspective. She states that the challenges being faced by the Indian children especially those belonging to the marginalized are survival, development and education. Infant and child survival, street and working children, early child development, children in conflict with law, child trafficking and child sexual abuse are issues explicated by the author in relation to rights. She finds high population, poverty, illiteracy, migration, poor legislation and deep rooted social norms and behavior as the causes for this situation. She also says that there is a need to understand the roadblocks that the children of the marginalized sections face and to comprehend the causes of these roadblocks and to evaluate the government and civil society action for children in India.

Virendra Pratap Singh (2013) “The Right of Children to Free and Compulsory Education Act, 2009: An Exploratory Study” 8 conducted a study on implementation of RTE Act across States and Union Territories of India. A questionnaire to gather key information from the State Project Directors (SPDs) of 24 States and 4 UTs was used on the steps taken in the execution of RTE Act. It was reported that 5 States- Arunachal Pradesh, Bihar, Nagaland, Maharashtra and Pondicherry and one UT- Dadra and Nagar Haveli, did not provide any information. The study concluded that out of 24 States 21 States were implementing the RTE Act and the remaining 3 States were in the process. All 4 UTs were implementing the Act. Model rules under the Act were framed by 23 States and 2 UTs. The scenario of recruitment of teachers as per the Act was not so encouraging.

Meghana Kumar, (2012) “Case study on the grievance redressal process set out in the Right to Education Act”9 *studied the process set out in the Right to Education Act) problems of implementation of the Act with a focus on the grievance redressal process or mechanisms prescribed in the Act designed to get children that are out of school, into education. For this purpose, the study focused its attention in a slum area called Zakhira in Karolbagh zone of Delhi.*

The study pointed out that grievance redressal with the focus of getting children into schools is complicated; one of the principal reasons being that no clear mechanism is in place. Second, educating the relevant people about the Act’s various provisions is still far from complete. Third, knowledge of various grievance redressal routes has been poorly

communicated or has so far not been communicated at all especially to those it would most *benefit. Finally, the question arises as to the efficiency of the grievance redressal processes that are actually in place. The RTE lists a handful of bodies which are entrusted with monitoring enrolment in schools. The definition of "local authorities", one of the bodies handling complaints and ensuring school admission, is also multi-jurisdictional. That means there is no one body which is dealing with grievance redressal. More importantly, the various bodies listed do not necessarily apply to urban India.*

Verhellen, et al.(2000), "Convention on the Rights of the Child: Background, Motivation, Strategies, Main Themes" the book discussed there is noting that the adoption and entry into force of the U.N. Convention on the Rights of the Child in 1989 was an important milestone in history reflecting the changing image of the child, this book examines the relationship between education and children's rights. It deals with motivation, the different but interconnected reasons for increased attention to the situation of children, stressing the historical social construction of the child-image.it also describes various strategies for improving children's situation, highlighting the debate around children's competence and examines wider developments in history, emphasizing the human rights project and the part played by the changing child-image.

Ajit Monda, et,al,(2012) "Right to Education" Education is considered as a powerful weapon for bringing desirable social changes and progress. That's why education has been one of the most talked about areas for its role in the progress of India. The 86th Constitutional Amendment of December, 2002 has added a new Article 21A which makes the right of education of children for the age group of 6-14 as Fundamental Right. The Right of children to Free and Compulsory Education Act, 2009 commonly known as RTE Act came in force with effect from the 1st April, 2009. The present book deals with the background, salient features, provisions, loopholes and current status of implementation of the Act. Table of Contents Preface Constitutional Provision for Education and Child-Rights International Recognition of Education as a Human Right RTE in the Global Context Government Initiative to Promote Right to Education before the RTE Act, 2009 History of the RTE Act, 2009 Structural Framework of the RTE Act, 2009 Right of Children to Free and Compulsory Education Act, 2009 Model Rules under the Right of Children to Free and Compulsory Education Act, 2009 Objectives of the RTE Act, 2009 Salient Provisions of the RTE Act Overview of the RTE Act Explanations of Some Terms in the RTE Act Section-wise Clarification on Provisions of the RTE

Act, 2009 Duties and Responsibilities of Schools and Teachers under the RTE Act, 2009 Equity Issues Related to Gender in the Context of the RTE Act Disadvantaged Groups and Weaker Sections under the RTE Act FAQ's on the RTE Act, 2009 Guidelines for Conducting TET under the RTE Act Eligibility for Appointment as Teacher under the RTE Act The RTE-S a Programme and its Financing Curriculum and Evaluation Procedure under the RTE Act Comprehensive and Continuous Evaluation in the Context of the RTE Act Monitoring the Right to Education Common School System in the Light of the RTE Act, 2009 The RTE Act: Anomalies and Challenges The RTE Act, 2009: Progress Report The RTE Act, 2009.

Gunjan Rajput and Talat Aziz (2013)¹² studied the level of awareness regarding RTE Act among urban slum dwellers. This study is based on data collected from a slum survey in Delhi carried out by the authors. The paper was a case study of JJ colony of Madanpur Khaddar of New Delhi. Data was collected through a Questionnaire developed by the researcher herself. Descriptive survey method, which is a study to describe and interpret what exists at present, was adopted. Objectives of the study are: 1) To check the educational level and basic facilities provided by the school 2) To examine the level of awareness of Right to Education among slum dwellers and 3) To make slum dwellers aware by providing in-depth knowledge of Right to Education Act. The study observes that there is lack of awareness about Right to Education Act. Few people have heard about the Act. Most of them are not aware of the basic provisions provided by the government under the Right to Education Act. Although a particular area has been chosen, it is expected that the findings of this study would have implication for awareness of Right to Education among deprived in urban areas in general and among those in slums in particular.

Jandhyala B. G. Tilak (1996) "How Free Is 'Free' Primary Education in India?" based on data generated by the National Sample Survey Organization on household expenditures on education shows that high households expenditure on primary education more specifically paying tuition fee, examination fee and other fees even in government primary schools. The financial and material incentives provided by the government are found to be available only to a small fraction of students. There are large scale inter-state and intergroup (by gender and by region - rural and urban) variations with respect to several aspects relating to public provision of incentives and also to the levels of household expenditure on education. According to the Constitution of India, elementary education of eight years duration has to be provided free to all by 1960. This elementary education, considered as a basic need in many countries, and as a minimum need in India, has neither been compulsory in all the states in

India, nor is it provided free to all. He lamented that despite significant quantitative expansion, the goal of universal elementary education still eludes the Indian society and added household economic factors have been generally found to be the most important factors contributing to non-enrolment and drop-out of children from schools. He suggested the possibilities if elementary education can be made really totally free by providing free textbooks, learning materials, uniforms, noon meals, etc, to all, and also scholarships in such a way that the need for household expenditure on elementary education does not arise. One might not favor any differentiation by gender at least in primary and upper primary schools, though in general protective discrimination in favor of girls is promoted. In regard to his article, later on free and compulsory education has been enacted as an Act in the year 2002 in India.

Arjun Malhotra, Shefalika & Dhriti Bhattacharya Researching Reality Summer Internship 2014 working paper: 331 **“REIMBURSEMENT OF 25%: Focused in Uttarakhand”**. The Right of Children to Free and Compulsory Education (RTE) Act passed by the Indian Parliament in 2009 mandates free and compulsory education of all children of the age of 6-14 years in a neighborhood school till the completion of elementary education. The law ensures that all private unaided primary schools under this act have 25% of their class size constituting of children from disadvantaged group and would be provided free education. The act provides the facility to the schools to get the spent amount be reimbursed by the state government. However various procedural and financial aspects of the reimbursement process have caused a lot ambiguity and complications in the tripartite relationship of the Center, state government and school in various parts of the country. The present study aims to analyze the procedural discrepancies arising in the process of reimbursement of fee to school owners in Uttarakhand under 25% reservation in RTE and the impact of the same on the financial as well as regulatory autonomy of the schools of the state.

2.3.0 REFLECTION

It can be visualized from the above quoted researches that a lot of work has been done regarding different aspects of RTE Act 2009, such as challenges of Right to Education Act 2009, issues of RTE Act 2009, implementations of RTE Act 2009 but no direct work has been done on the academic achievement of the students admission under RTE Act 2009. That's why the researcher has decided to work upon the problem **“A Study of Academic Achievement Progression of Students of Right to Education Act 2009 in Private Schools of Ujjain District.”**