

CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1. Introduction

The prime purpose of the review of literature is to know what is already known in the selected area of interest. This significant step of research process helps the researcher to keep abreast of latest developments by examining the latest scholarly works carried out by others in the same field.

The purposes of the reviewing of literature are to build up the content and the background as well as to provide a basis for formulation of hypothesis/research question, since good research is based upon the relevant evidences that are known in the area of research for comprehensiveness. It is essential that the new work be based and built on what has already been accomplished.

The review of related literature helps the researcher to delimit and define his/her problem avoiding duplicating well established findings. It gives the investigator an insight into the program and research methodology.

As in this study an attempt has been made to investigate the topic "A study of issues and challenges related to disadvantaged group students under RTE Act 2009 at school, teachers and parent's level".

Subramani (2012) quoted a judgment of Madras High Court which expressed its inability to direct the schools to admit poor students and given them free education. Though section 12 (C) of RTE Act gives a mandate to reserve 25% seats in neighbourhood schools but the court asked: what is neighbourhood schools? Who is empowered to issue directions to the schools concerned and who is monitoring the implementation? While authoring the judgement, Justice K. Chandru said, "The Act never contemplated that the school 25% admissions in respect of standards II to VIII. In those cases, the process of admitting students from disadvantaged group started only from Class I and it may grow gradually from Class I to Class VIII. In cases, where there is pre-school education, then it may start from LKG onwards." According to News report (The Tribune July 04, 2012), the quality and success rate of class X examinations in Sirsa and Fatehabad district suffered badly. For this, the RTE norms and shortage of the faculty are main reasons. In Sirsa only 55.04% and in Fatehabad only 57% failed in 10th standard examination conducted by the Haryana Board of School Education. According to the version of a teacher, the RTE provisions are creating such situation.

This Act provides that no student could be failed from class I to class VIII, irrespective of their intellect. They can never be expelled. Such students, when come in class 10, find it difficult to clear the 55 examinations. Besides the legislation compel schools to *admit children to age-appropriate class, not according to his / her caliber.*

Bhatt (2012) exposed the class wars between parents, the schools and the students of middle class as well as economically weaker sections. Such kind of class divide attitude is hardly to be bridged. Few persons of middle class and higher class advocated for reservation up to 100% seats for EWS in government schools and sparing the private schools. The management of private schools is lobbying for protecting their interests. The wide socio-cultural gulf between Economically Weaker Sections and higher class is apparently seen in the private schools. There is a glaring disparity, right from Tiffin boxes down to language, school trips. Such hypocrisy in rich schools opposed the equity. The children of affluent families don't want to mix with the students of poor families because of their unhygienic conditions, English speaking handicap and unaffordability to pay expensive school trips. The higher and upper middle-class parents are declined to attend PTA meetings with lower class parents.

Sharma & Saini, (2012) As far as the pupil-teacher ratio is concerned, only 40% schools follow RTE norms.

Rao (2014) finds the flaws in the RTE. She noted the conflict of interests with regard to running bridge courses designed to put the children into age-appropriate classes. The lack of coordination between the education Department and Labour Department 54 makes this task daunting.

She observed that: "marginalized children are pushed into labour markets, girls are forced into early marriages, conscripted tribal child soldiers don't see any reason to give up arms and attend schools".

Vyas (2011) there is a marked difference in awareness between Govt. and private school teachers on the RTE Act.

(Krishnarao & Mangesh, 2015; Kaur, 2015; Lal, 2014) Male teachers are more aware than female teachers towards RTE.

Kaur (2015) significant difference in awareness about RTE Act was found between rural-urban and science-arts stream teachers.

(Kumari & Alam, 2014) But there is no significant difference was found in awareness among the urban and rural teachers regarding the RTE Act.

Manju (2015) Parents have low level of awareness about RTE Act.

(Soni, 2013, Niranjanaradhya & Jha, 2013, JANVIKAS, 2012) There are no boundary walls and drinking water facilities. Poor infrastructure, non-availability of appropriate furniture for children with disabilities, non-availability of special aids and appliances, poor quality of aids and appliances for children with locomotors disabilities are major challenges in fulfillment of RTE to these children.

(Krishnarao & Mangesh, 2015) Need of teacher training program on RTE Act.

Nayyar (2012) analyzed the far-reaching consequences of 25% reservation for the EWS in the light of Supreme Court judgement delivered on April 12, 2012. The major flaw in the RTE Act is to penalize the handful private schools, whose results are excellent. No efforts are being made to reform the government run schools, whose numbers is 97% of all schools in India. The enumerated flaws in the Act include silence after the passing VIII standard examination, declining by the government to subsidies the private schools causing the hefty fees to be paid by the middle-class families, absence of minimum norms for government schools, focusing on input, not results and keeping the minority institutions out of the ambit of the RTE. The dissent views of Justice K.S. Radha Krishan, however, need explanation. The Justice finds that RTE is inconsistent with the article 21 (A) of the constitution. This article does not enjoin upon unaided private schools to impart free and compulsory education to children from 6 to 14 years. These schools, therefore, are independent to admit students provided its admission process is judicious, transparent and non-exploiters. This write-up also furnishes information about free and compulsory education in developed countries. For example, in USA from 5 to 18-year children get compulsory education and more than 80% children are enrolled in Government schools; in UK, from 5 to 16 years children get compulsory education and more than 90% children come from government schools; in Canada, there is free and compulsory education 56 for children up to 16 years and the children from 6 to 16 years of age get compulsory education in China. The

concluding part of this article cautions that it is not possible for the private schools to reform their basic infrastructure without adequate grants in aid from the government. They may either close down or pay bribe to the officers. The RTE shall worsen the *situation without reforming the government schools. The Act demoralises the teachers to learn in the absence of criteria to assess their performance on the basis of pass percentage. As per RTI provisions, as no student could be declared failed. In Gujarat 85% weightage is given to the results of the students and remaining 15% weightage for other facilities and teachers' education inputs.*

Rao and Murthy (2010) felt the need of improving our standard and objectives. They enumerated the challenges before the RTE including enrolling 10 million out of school children, shortage of trained teachers, lack of infrastructure and financial resources. The authors feel concerned about privatization and market, corruption and bureaucratic dominance emanating from enforcing inspection and punishment. They also criticized the act on the ground of uniform schooling system, coercive approach causing drop out, psycho-socio pedagogic issues integrating children of well to do families and backward family's children and lack of implementing strategies to bring 25% quota for disadvantaged in the private schools. The article also presents some suggestions for optimum utilization of resources.

Chadha (2010) feels that full utilization of Right to Education is not a question of access but a holistic one, encompassing educational quality and the environment in which education is imparted. The author presents key issues and challenges in operationalizing RTE. They, by and large, are financial constraints, availability of teachers, infrastructure and, enrolment of out of school children into age-appropriate classes. For inclusion of targeted children like SCs, STs, child laborers, street children beggars, the author suggests for reformative socio-political changes and multiplicity of efforts by the government and all sections of the society. This also requires synergy and collaboration between different departments like Social Justice and Empowerment, Tribal Affairs, minority affairs, Women and Child and Labour etc. It, the author feels, is important to ensure that 25% reservation represents diversities of backgrounds from among the disadvantaged groups. He stressed that "exclusion of girls and minority children in particular will have to be carefully and regularly monitored." With regard to children suffering from disability as per the section 3(2) of 45 the act defined under

PWD Act, 1996 which excludes children suffering from disabilities such as cerebral palsy, autism, dyslexia and dispraise etc. The disabled children have not been explicitly included under the category of disadvantaged groups under section 2 (d) of the Act.

Islam and Chakraborty (2013) conducted a study on the awareness of equitable quality in the light of RTE Act, (2009) among in service school teachers in three districts of west Bengal. The study revealed that level of awareness among teachers included in the study is not encouraging. The study has demonstrated the possibility of reducing barriers that are created as a result of the in-service student teacher low knowledge about equitable quality. The study said that attention should be given to differences and diversity among students while developing teaching strategies.