



## Students socioeconomic and academic background, issues under section 12 (1) (C) of the right to education act: Study of Aurangabad District of Maharashtra

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### Abstract

Post independent India has witnessed many changes in Indian society directly or indirectly impacting every one's life. The right to education campaign which was initiated by Mahatma Jyotiba Phule but came into force only in 2009 is still not being implemented properly. Education has been defined as one of the key elements for development. The RTE Act was formulated in 2009 giving Education the status of a fundamental right. Section 12 (1) (c) of the Act has made it mandatory for all private schools (aided, unaided) to keep 25 per-cent seats of the total strength reserved for the children of economically weaker and disadvantaged sections of the society. The forethought behind this provision is to ensure that the state and other stakeholders of the society (private sector) share the obligation of realizing the Right to free and compulsory elementary education. In this context, the study attempts to evaluate the implementation of section 12 (1) (C) of the RTE act with rules made by the government of Maharashtra for the same. Using mixed method, it tries to understand how the implementation of section RTE act 12 (1) (c) is happening in the Aurangabad block of Aurangabad district of Maharashtra. The focus of this study is to understand the issues of, students under section 12 (1) (c) of the RTE act. It is found that awareness in the parents about the policy is less, implementation also found poor by the state government, local government, Sarva Shiksha Abhiyaan as well as at school level. Instead of quality of education by the government we are seeing more and more on the quantity of the RTE admission. The study concludes with providing policy recommendations for making the Act nuanced to address the socio-cultural diversity of urban spaces and ensure child centric implementation systems.

**Keywords:** right to education, weaker section, disadvantaged group, local government

### 1. Introduction: History of Education in India

Dr. B. R. Ambedkar and Mahatma Phule viewed education as a basic instrument of liberation from the Hindu caste structure in the formation of a new social order. They were influenced by education to make a change in the backward classes both in the mental and social level. In the modern era, the schemes, programme like Sarva Shiksha Abhiyan, Mid-day Meal, the Right to education Act. But 150 years back Mahatma Phule had set a model and he motivated student and society to take education. Ambedkar had a strong belief that education would be the chief weapon to destroy the deep-rooted structure of power and privilege in society. Many untouchables were influenced by Dr. B. R. Ambedkar's achievement during that time, which motivates the people to struggle for their own development through education even at present. (Mazumdar, & Basu 1975)

We must remember that Mahatma Jyotiba Phule is the father, leader and champion of women's education in India. He along with his wife Savitribai Phule, opened the first school for girls in 1848. For running these schools, both of them have faced a lot of challenges from the Brahminical Chaturvarna <sup>[1]</sup> system. He dedicated his entire life for the

upliftment of down-trodden, eradication of untouchability and the equal rights for all. After that, he started the school for the lower /scheduled caste people. The aim to start this school was that everyone should have the right to take an education and equal opportunity. Therefore, he opens the first school for girls, then for backward people. He wanted to see all of them on an equal platform. For that, first he taught his wife Savitribai Phule. Then she also started teaching in the school that they had established and she became the first teacher.

The education of the SC (Schedule Caste) was legally marked by firm declaration through Indian constitutional provision by Dr. Ambedkar. The untouchability Act of 1955 provides punitive measures against the practice of untouchability and the 83rd constitutional amendment which recognized education as a fundamental right gave new directions in the history of Dalit's education.

According to Krishna, lower caste students face many problems while completing their education journey. Most problems are not connected to the individual student but due to factors such as stigmatization of their poor status, lack of cultural capital, low educational backgrounds of their family, and economic backwardness. Therefore, the performance of the child in school is highly linked to the social and family background. (Krishna, 2012). Most of the disadvantaged students have a poor socio-economic background which affects their academic performance

<sup>1</sup> CHATURVARNA is Sanskrit word – Chatur means four and Varna means 'Groups', means four groups. There were four groups of people Brahmins (Teachers), Kshatriya (Fighters), Vaishya (Traders) and Sudra (Producers), mind it, it is Sudra and not Kshudra (meaning insignificant) or Shudra. Kshudra or Shudra is the distortion done by few people deliberately. [https://sardapritam.wordpress.com/2015/09/15/chaturvarna-real-meaning-](https://sardapritam.wordpress.com/2015/09/15/chaturvarna-real-meaning-its-misunderstanding-misuse-leading-to-injustice-divide-in-society/)

[its-misunderstanding-misuse-leading-to-injustice-divide-in-society/](https://sardapritam.wordpress.com/2015/09/15/chaturvarna-real-meaning-its-misunderstanding-misuse-leading-to-injustice-divide-in-society/)

which is also the reason SC students are facing difficulties at every stage of their education journey. Caste discrimination, poverty, lack of confidence, lack of a good learning environment and lack of awareness about government policies and programs for education affect the academic performance and learning outcome of disadvantaged students. Most students who lag behind in education are from the lower castes. Such students often have no interest and motivation to pursue higher education which leads to a higher drop-out rate.

To understand the development of society, literacy is the most important factor. According to the census 2011, the literacy rate just increased by 9 percent. It was 65.38% in 2001 and it increased to 74.04% in 2011. In that female literacy rate was 65.46%, lower than male literacy which is 82.14%. Kerala is found top in literacy rate with 93.9% in India. Then Lakshadweep and Mizoram achieved 2<sup>nd</sup> and 3<sup>rd</sup> position with 92.3% and 91.6% literacy rate. Bihar achieved last position in literacy with 63.8% literacy rate in India [2].

According to the Ministry of Human Resource Development (MHRD) of India, 34.21% of students in classes one to five dropped out, 57.26% students between classes six to eight have dropped out and 71.25% of students between the fifth to tenth class grades have dropped out (MHRD, 2005-06). According to the MHRD report, in Maharashtra, high dropout rate has been observed among SC students between the sixth and the eighth grade. Out of the total 59.42% of the drop-out cases, 57.33% are boys and 62.19% are girls (MHRD 2005-2006). The major reasons for them to discontinue education is a lack of support from home, poverty, inability to afford education and a lack of interest. Therefore, there is an utmost need for paying special attention to the educational development of students from such sections of the society. (Wankhede 2001).

One of the major gaps in the RTE act is that it failed to address the issues of out-of-school children. According to an estimate from UNICEF (2014), 17.8 million children are not attending school means they are in the out-of-school category. Group who remain vulnerable in India are mostly Adivasis Dalits, girls from poor family. They are found out of school, drop out or with low attendance in the school. There is no tracking of these students/children, what they do, why it is happening. There is lack of management and monitoring of data for understanding the issues of these students. As per government estimates in 2014, it is found that around sixty lakh children are out of school. National Survey on Estimation of out of school children in 2014 by the Ministry of Human Resource Development estimates 60.4 lakh children are out of School. The survey conducted by NSSO (National Sample Survey organisation) estimates 49.8 lakh children found to be labourer in various different hazardous industry. As everyday picture and noticed that child labour is strictly prohibited in the hazardous industry not prohibited as street vendors, hotel workers etc. Hence these children's involvement remains inadequate in the education.

The RTE act was brought in to ensure that every child gets an education and is not deprived because of the poor financial condition or any kind of disability. In short, everyone has right to education. However, while the

purpose of the act and policy is perfect, it is important to know that what kind of difficulties faced by all the stakeholder of the RTE act on the ground. The main focus in this research is to understand the issue of the 25% quota in private schools for disadvantaged group children and children from the weaker sections of the society.

## Objectives of the Study

### Broad objective

To understand the implementation of 25% reservation policy of the Right to education Act in the private schools and its ground realities.

### Specific Objectives

1. To identify the socio-economic and academic profile of the student under the RTE act.
2. To understand the role of the local bodies, the education department for the implementation of the RTE act.
3. To understand the problems and needs of students under the RTE act 25% reservation policy

### Research Questions

1. What are the challenges occurring in the implementation of section 12 (1) (C) (25% reservation policy) under RTE act?
2. How many schools follow the rules and regulations provided under the RTE Act in Aurangabad?
3. What are the academic and Socioeconomic challenges students facing enrolled under RTE?

## 2. Literature Review

On April 1, 2010 the Right to Education Act came into result. Our fundamental right of the constitution makes elementary education free and compulsory from the age group of 6-14 years under article 21 (A). The legislation also prepares a structure/agenda to ensure about that every child gets a quality education. Right to Education Act is established to fulfil the objectives of Sarva Shiksha Abhiyan (SSA). SSA was a leading programme of the government (launched in 2000-2001) with similar aims to universalise elementary education, but it is found that SSA fell short of its expectations. Therefore, for fulfilling the dreams, objectives of SSA, Right to Education act came in the picture. The question many are asking is whether RTE act will fulfil the SSA dream? The cheerfulness surrounding RTE act is mainly from the fact that while SSA had no legal backing, Right to Education act makes it legally binding for local and state governments. Urmila Sarkar, chief, education, UNICEF, says "The right of children to free and compulsory education (RTE) Act 2009 will be able to realise the dream of SSA because it guarantees by law to every child to get the right to free, quality elementary education by the state with the help of families and communities." In fact, SSA is being advertised as the main guide /preamble for implementing the RTE act. According to an educational consultant working with SSA, said this is right time to implement RTE act, "since a mechanism already exists at the grassroots-level due to the efforts of SSA, which has built the capacity to implement large-scale educational programmes." It is found that RTE is the advanced step of the SSA for transforming our elementary education and makes SSA more accountable. One of the key challenges that SSA faced during implementation was that it

was unable to reduce the dropout of children from 6-14 age group and RTE had to overcome that challenge. The report released by joint review mission of Sarva Shiksha Abhiyaan it was observed that around 2.7 million children dropped out from the school every year. Another kind of challenges that faced by SSA is that challenges of assessment of learning outcomes, less accountability and poor community participation. These challenges will overcome through RTE that except by the government.

According to JS Rajput former chairman of the NCTE and the former director of NCERT there is a need to focus on teacher absenteeism in the country for fulfilling the mission of RTE. There is a need to change the school environment. For that we need a dedicated teachers and school leaders (Principal/headmasters/headmistress). According to him there is a big challenge of the quality and accountability after RTE implementation. The teacher ratio has to be changed from 40: 1 to 30: 1. Therefore huge impact is in the states like UP. Similarly, not only we need to recruit the greater number of teachers, but also there is a need to train the teachers for improvement of the quality of teaching and accountability. Learning from the SSA experience, the government has a huge task ahead to ensure that RTE does not remain a distant dream but becomes a reality for children in India [3].

### 2.1. Brief Information about the Right to Education Act (RTE), 2010

RTE Act was enacted in the Parliament of India on the 4<sup>th</sup> August 2009. The act defined the modalities of the free and compulsory education for children between 6 and 14 in India under article 21 (A) of the Indian constitution. The enforcement of this act is a joint responsibility of the state and the centre to provide free and compulsory education. Free and compulsory education means that all children between the ages of 6 and 14 shall have the right to free and compulsory elementary education at a neighbourhood school. Under RTE article 12 (1) (C) there is a 25% quota for the students from disadvantaged and weaker section for getting free admission in private schools up to the age of 14 years meaning up to the 8<sup>th</sup> standard of schooling. The disadvantaged group and weaker section are defined as following:

Disadvantaged Group means: “ A child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other fact, as may be specified by the appropriate Government, by notification” (RTE Act, 2009, Section 2, Clause (d)).

Weaker Section: A child belonging to “weaker section” refers to “a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification” (RTE Act, 2009, Section 2, Clause (e)).

#### 2.1.1. School Management Committee

The RTE act gives assurance of free and compulsory education to every child of the age group of 6-14. It is also mentioned that schools should be within a radius of 1-3km from where the child lives. Except minority schools all the government aided, unaided schools have to reserve the 25% seats for the students of weaker section and disadvantaged background, government will compensate fees of these 25% students of RTE. All schools have to create the school management committees. In this committee 75% are the parents or guardians. Role of the parents and guardians is to give the suggestions, advise for the improvement of school. State child rights commissions will monitor implementation of the RTE Act in their respective states. All states have to set up state education advisory bodies. School management committees will maintain the records of all children in the age-group 6-14 years and ensure that they are in school [4].

#### 2.1.2. Challenges for the Implementation of RTE act

The important information related to the lottery system is mentioned below for the reference of the applicants: As we know if there are enough vacancies in the school and enough seats then everyone can get an admission there is no need of lottery system, but schools which have a huge number of applicants and few vacancies will use the lottery system which will be drawn and generated by the district administration - that is education officer (primary) for the district.

The draft bill refers to free and compulsory education from class I to class VIII only. As the threshold level of education rises over the years to have an effect on development, it would be desirable to include the whole school education (at least from class I to X, and preferably up to class XII).

From many studies as well as by evidence it is found that in many developing and developed countries, compulsory education does extend to 9 to 12 years of schooling. Therefore, from such types of evidence in our country we can also take lead of the integrated (or composite) school system from class 1<sup>st</sup> to 10<sup>th</sup> or 12<sup>th</sup> or from class 6<sup>th</sup> to 10<sup>th</sup> or 12<sup>th</sup> that we have. Because of this we can merge or cover the whole school system under the free and compulsory education bill. But unfortunately, RTE kept provision and promises of free and compulsory education only up to the elementary level not beyond that. When child finishes /completes grade 8<sup>th</sup> he or she is 14 years and draft bill prefers to exclude him or her from free education rather allowing them up to 10<sup>th</sup> std. As we know 9<sup>th</sup> and 10<sup>th</sup> standard is one of the most crucial years for child educational growth and from this year's only the free and compulsory education process stop of economically and weaker section and disadvantaged group students, hence most of the students left the school because their parents suddenly cannot afford the huge amount of donation/admission of the private school. As per the norm of the RTE act private schools only provide the free education up to the 14 years of age means up to the 8<sup>th</sup> standard and government only will pay the admission/tuition fees of these 25% enrolled students under RTE and other extracurricular activities, expenditure parents have to do means under the so called free education privatization happening and schools under this policy are totally private self-financed which are set up only for business making

3 <https://timesofindia.indiatimes.com/home/education/news/Will-RTE-fulfil-the-SSA-dream/articleshowprint/5761551.cms> In the same view Ashok Ganguly former chairman of CBSE and he is a currently additional state project director of SSA Uttar Pradesh (UP) and also director, SCERT UP, Lucknow.

4 <https://www.infochangeindia.org/education/185-education/backrounders/9215-challenges-in-implementing-the-rte-act>

purpose making more and more money by taking high donation, extracurricular activities money from the students. (Tucker and Sahgal, 2012)

Tilak in his study mentioned that all this leveraging of private resources, private participation, public-private participation, and then allowing profit-seeking private institutions in elementary education - marks a drastic change in the so far stated policy of the government and goes against the very spirit of the RTE. (Tilak 2011) According to KPMG 2016 report the recent enrolment number increase in the private school both in urban as well as rural India. It is found that the private school preference of the parents is increasing and private schools are becoming one of the main hubs of the elementary education. It is observed that RTE 25% reservation policy in some states is implemented in a proper way but in some other states implementation is found very poor. Ramachandran in her study mentioned that RTE act does not have the optimal allocation fund and then how will act fulfil promises to provide the free and compulsory education to every child. This will be going against the goal of RTE, if we neglect the poor children and only focus on certain children of the society. (Ramachandran, 2009)

Mittal & Shah in their study focus on RTE 25% reservation policy in private unaided schools. Through their study it is found that there is a lack of clarity in the design and implementation of RTE. The criteria of the neighborhood school are not getting fulfilled and choices of disadvantaged group students also not getting fulfilled. Also, awareness in the people found very less about the act and therefore there is a need to do awareness in the people specially who belongs to the disadvantaged background. Then from government side, there is no reimbursement on time to the private schools and that is also inadequate. It creates poor implementation of RTE. From the study authors trying to say that there is a need for proper implementation, formulation of proper guidelines for RTE is really important. Then only successful implementation of RTE will happen. (Mittal & Shah 2012)

Article written by Anil Sadgopal: Education Bill: dismantling rights in financial express pointed the issues faced by students in private schools under RTE act are; 1) Cost of private schools' infrastructure, Negative attitude of authority. 2) The medium of instruction of private school, 3) The gap between private and government school, 4) Lack of government monitoring, 5) Lack of local management committee, 6) The issue of tax paying for private school, 7) Location of private schools, 8) Negative attitude for weaker section people.

The 25% reservation policy waives the admission fees but parents have to spend their own money on all other school activities like picnic, school annual events, school bus, school stationaries like books, notebooks, pen pencil computer fees etc. Therefore, a question comes to mind that who will pay for these? Parents of lower-class are mostly company employee, daily wage labourer, cannot afford these expenditures on one child. This act is moving towards privatization by giving the name of free education in private schools where poor disadvantaged group student cannot access or even if they get the access will be shown inferior every time. Therefore, the dream seen by Phule, Shahu, Ambedkar of the equity based social justice education remains the dream, not being implemented on the ground. The act lacks the vision of what constitutes quality in

relation to India's needs. That, however, is another debate [5].

### 2.1.3. Details About the RTE Beneficiaries

RTE act formed by the government is not supposed to be any scheme or the programme but the aim of the RTE act is to transform the education right into an unmarketable fundamental right. It is a privilege that the state provides education to children not as an act of charity but as something they rightfully deserve and something which will allow them to live a life with dignity with some focus to enhance their skills, abilities that they have.

Education was made a fundamental right to every child of the society. But when we say it is free then it is made by focusing towards the disadvantaged and marginalised students and not for those who have an adequate resources and easy access to well-equipped private and government schools. This right need to be ensured to every student in equitable manner so that every child can take an opportunity and no one can be neglected from the Right to Education Act.

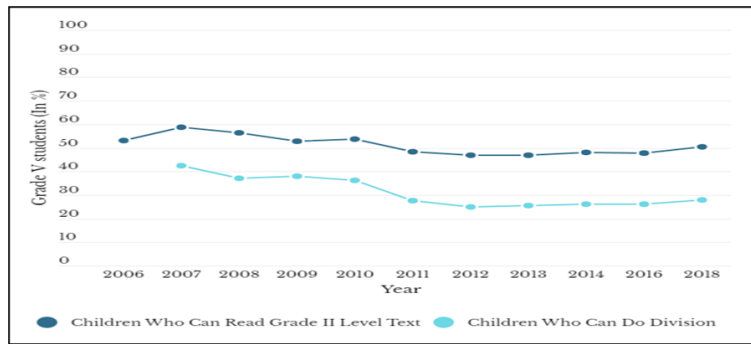
### Reason Behind the poor RTE act implementation

The main reason why RTE act has failed to achieve its goals is that there are no dedicated financial resources for its implementation. When the act was passed that time, it was not accompanied by a financial memorandum to ensure the availability of the necessary financial resources for its implementation. Additionally, budgetary allocations to the Sarva Shiksha Abhiyaan (SSA), the primary body for implementing the act which have observed a gradual decline (From, 23,873 crores in 2012-13 to 22,500 crores in 2015-16).

The allocation of 6% of India's gross domestic product (GDP) to education, as proposed by the Kothari Commission, remains a distant dream and actual allocation has stagnated at 3.5%. While on the one hand, there are limited funds, on the other, these funds remain underutilised. The Comptroller and Auditor General (CAG), in a performance audit that was tabled recently in parliament, stated that "governments/state implementing societies were consistently unable to utilise the funds." This underutilisation ranged from 21%–41% between 2010–11 and 2015-16. The state governments have failed to utilise over ₹87,000 crore of the allocated amount in the first six years of the act, affecting the effectiveness of RTE [6].

5 Education Bill: dismantling rights. Article Written by Educationist Anil Sadgopal The Financial Express, 9 November, 2008

6 <https://www.livemint.com/Politics/zawzUaawjG9bTJfIdX99IK/Rs87000-crore-of-right-to-education-funds-unused-by-states.html>



**Source:** Annual Status of Education Report (ASER) Trends over Time, January 14, 2015; ASER 2016, January 18, 2017; ASER 2018, January 15, 2018

**Fig 1:** Graph of Reading & Math Skills in Grade V Students, 2006-2018.

## 2.2. Learning Outcomes of Students at Elementary Level

As per India Spend report on 15 January 2019 based on the Annual status of Education Report 2018 numeracy and literacy standard remain sub-par and lesser than the standards recorded 10 years ago in the 2008.

According to the Annual Status of Education Report (ASER) it is found that in 2019, 21% children in grade one of government schools could read words compared to 46.7% in private schools - an advantage of 122%. There is question that how is this possible? Is this a fair-minded evaluation? Are we comparing apples with apples? The answer is clearly no. Then why this gap found between both schools' assessment? [7]

## 2.3. Equity Issues and Public-Private Partnership in Education

Dixon (2003) mention in their article that in the big private school corruption, financial mismanagement, misuse of subsidy, fund, manipulation of scholarship funds and not following the rules regulations is not new, surprising it is happened in these schools every time. As per the report of Centre for Civil Society (CCS) Delhi, 2010, one of the provisions of the draft RTE Bill is to accommodate private schools to give 25% quota of school places to randomly selected students from 'the weaker sections' and 'disadvantaged group' of society and the government will reimburse students expenditure. Hence from this picture it is conclude that the RTE 25% reservation policy not give equal choices to all the students for accessing the private school and it just give the blind hope to the poor for getting admission in private school by standing in the long queues to the hopeful parents that their child will get admission in the preferable English school. As the Centre for Civil Society in Delhi states "if passed into law, this bill will do terrible damage to the cause of quality and affordable education for all the children in our society. It does not address in any way the corruption that exists in government-run schools and to make matters worse, puts the same government officials, in charge of a large portion of private schools." (Dixon, 2003).

## 2.4. Stereotype and Teacher Perceptions on the Disadvantaged Group Students Education

Very often, in studies and interviews teachers report that lower caste children are dull and not intelligent. But this creates a kind of stereotype about the Dalit, Adivasi students that they are not good in study, but reality is different. These students are also good in studies. Only because of the lack of support, motivation they found low in studies and there are few exceptions is found everywhere as like our hands five fingers are not same. From the many studies it is observed that Dalits, Adivasi, students felt unintelligent, inferior from others. Also, they do not get a chance to learn the subjects like Sanskrit, Mathematics etc. It is also observed that when teachers see the last name while evaluating the paper of the students and if know that the student is from lower caste, they deliberately give the less marks to that student. Hence systematic research needs to be carried out on such issues that why by seeing the surname of students itself teacher refused to give more marks even if the child is intelligent [8].

## 2.5. Drop outs of Dalits, Adivasi and Muslims

In Indian Education system there is strong correlation between the student's socioeconomic background and their experiences means depending upon the socio-economic status of student's schools varies. According to Desai (2010) they said there is every day social discrimination in education affect on the enrolment dropout rates of poor children. From the various study it is found that children belong to Dalit, Adivasi, Muslim community are very less number enrolled and those who enrolled they immediately drop out. Thus, while 94% of children from forward castes and 96% of children from other religious groups were enrolled, the figures for Dalits, Adivasis, and Muslims were 83%, 77%, and 76%, respectively. Research studies and reports also show that their experiences in school are laced with instances of physical and symbolic violence. (Nawani 2017).

The result of the discriminations not reported physically or directly it can observe through the reports like for ex; from dropout rates. The following table shows the dropout rates according to social category. From primary to elementary level, the dropout rates as of 2016-17 for SC and ST are twice that of general category students. The percentage is higher for girls. The reasons for dropouts are many, in case

7 <https://www.indiaspend.com/scrapping-no-detention-policy-not-enough-to-improve-learning-outcomes-experts/>

8 <https://medium.com/age-of-awareness/caste-based-discrimination-in-indian-schools-21b477be395c>

of SC and ST, it is safe to assume the discrimination adds to the already existing woes of children.

**Table 1:** Dropout Rates of the Students Category wise.

*In Percentage				
Category	Primary	Upper Primary	Elementary	Secondary
General	4.71	3.55	4.3	15.68
SC	8.09	7.87	8.01	22.55
ST	8.54	9.58	8.88	26.97

Source: <https://medium.com/age-of-awareness/caste-based-discrimination-in-indian-schools-21b477be395c>

**2.6. RTE 25% Reservation Policy in Maharashtra State**

In 2013-14 Maharashtra has appeared at bottom five in the implementation of RTE 25% reservation policy for weaker section and disadvantaged group. In a report released by IIM-Ahmedabad it is found that Maharashtra filled up about 19% of the seats which is even lower than the national of 29%. States such as MP, Rajasthan and Gujrat filled more enrolment than Maharashtra.

Definition of weaker section and disadvantaged group of RTE 25% reservation policy as mentioned earlier vary from state to state.

In Maharashtra under RTE act 25% reservation policy in Disadvantaged Group: Includes Scheduled caste, Scheduled Tribe and child with disability.

Economically weaker section: Includes Other Backward class (OBC), Special backward class (SBC), Vimukta Jatis and Nomadic Tribe (VJNT) and the religious minorities quantified by the State government and annual income of whose parent or guardian is below one lakh rupees.

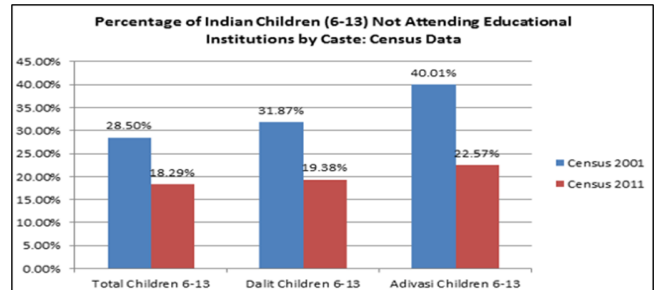
List of necessary documents for each category of applicants: Those students who want to apply for RTE 25% reservation policy for them following documents must require: 1) Birth Certificate 2) Income certificate issued by the Revenue officer not below rank of Tehsildar 3) Caste certificate that is issued by Deputy Collector in the name of child or his parents 4) Children who are disabled for them (CWSN) disability certificate which is issued by Civil surgeon /Superintendent of Government notified hospitals having disability more than 40% 5) Proof of residence anyone of the following in order of priority a) UID Aadhar card b) Passport c) Election Photo Identity Card d) Electricity Bill e) Telephone Bill f) Water Bill g) A house tax receipt h) driving license issued by competent authority in the name of parents/guardians.

**2.7. Out of School Children**

Census of India 2011 numbers dealing with education released earlier this year showed that about 32 million children in India aged between 6-13 years have never attended any educational institution. However, government estimates of out-of-school children for the same period show substantially lower numbers. Given that out-of-school numbers consist of both the children who dropped out and the children who have never attended schools, it raises some questions about the numbers thrown up by the periodic National Surveys on Estimation of ‘Out of School Children’.

The National Sample Survey had estimated that three out of four children currently out of school in India are either Dalit (32.4%), Muslim (25.7%) or Adivasi (16.6%). In real terms, the numbers were Dalit (2 million), Muslim (1.5 million) or Adivasi (1 million).

The Census 2011 data reveals that the actual numbers are much higher, but also suggests that while Adivasi and Dalit children are certainly less likely to be attending an educational institution, the divergence with the national average may not be as much as it was in 2001 (or what the National Survey on Estimation of Out of School Children 2014 estimated), as the following graph shows [9].



Source: National Survey on Estimation of Out of School Children 2014

**Fig 2:** Out of School Children Category wise from 2001-2011.

Therefore, it is found that in unclear picture around 32 million children are remained out of school well the question come in mind that RTE act help these children to come back to school or not?

Jha discussed the RTE implementation challenges in Karnataka and Odisha. By focusing on these 2 states they focused on the financial resources required - Are states prepared? Then they focused on the infrastructural facility (Playground, compound, toilets, water, electricity etc.) related expenditure and elementary education expenditure from the year 2010-14. Also, they focused on institutional reforms required for the implementation of RTE act are states prepared for it? It is observed the issue of the Out of School Children (OSC) are very complex in nature. Issue is complex because the definition of Out of school children is itself unclear along with that it includes the children both never enrolled and drop-outs, and in drop outs category include those children who are enrolled but never attended school. Therefore, it is very difficult to keep watch on who are drop out, who are out of school to identify them is very difficult. As we know in these children include mostly Dalits, Adivasi and Muslim because as we see the history then socio-economically students from these backgrounds are always found away from the education and most of them found drop out. Also, in the RTE act there is no provision for pre schooling therefore the students who enrolled directly in the first class they never attended previously. Therefore, here it is important to examine the issues of students who are directly enrolled in first class and provide them extra classes is really important by special training. Also focus on teacher education, teacher recruitment management, monitoring, and amenableness mechanisms, is also required to see how the private school is behaving and doing commercialization of the education, after RTE. (Jha et al.2013)

**3. Research Methodology**

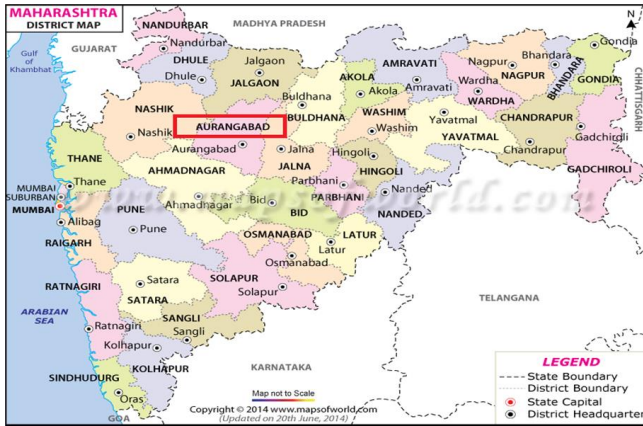
**3.1. Profile of Maharashtra, Sample District, Block, and Schools**

9<https://www.oxfamindia.org/featuredstories/indias-missing-millions-out-school-children-case-reality-not-living-estimation>

**Table 2:** Maharashtra Literacy Rate according to census of India.

Year	Persons	Male	Female
1951	27.91	40.49	14.56
1961	35.08	49.26	19.80
1971	45.77	59.40	31.00
1981	57.24	70.06	43.50
1991	64.87	76.56	52.32
2001	76.88	85.97	67.03
2011	82.30	88.40	75.90

Source: census of India



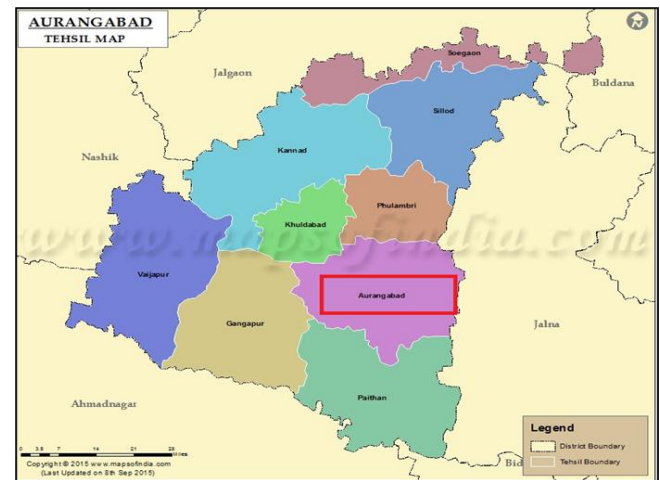
Source:

<https://www.mapsofindia.com/maps/maharashtra/tehsil/aurangabad.html>

**Fig 3:** Aurangabad District Location in Maharashtra Map.

around 365 inhabitants per square kilometre (950 /sq. mi). Population growth rate of Aurangabad from 2001-2011 was 27.33%. The sex ratio of Aurangabad is 917 females per 1000 males and literacy of Aurangabad is 80.4%. The main languages spoken here are Marathi, Hindi, English, Urdu. etc. In Aurangabad District from SC caste mostly - Mahar, Mang, Chambhar found, from STs mostly Bhill, Gond, Koli are found. According to 2001 census, Maharashtra’s literacy rate was 76.88%- for female 67.03%, and for the male 85.97%. According to 2011 census Maharashtra state literacy rate is 82.34%. In that male has 88.38%, female literacy rate is 75.87%. By 2011 census. Aurangabad has a literacy rate of 79.02% (Census 2011).

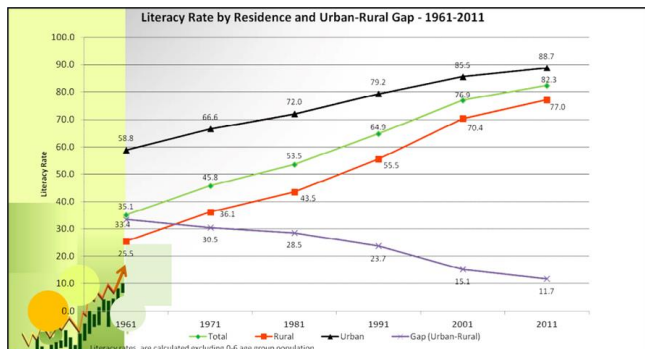
Languages spoken include Ahirani, Khandeshi tongue with approximately 780,000 speakers, similar to Marathi and Bhili, and Andh, an Indo-Aryan language spoken by 100,000 people.



Source:

<https://www.mapsofindia.com/maps/maharashtra/tehsil/aurangabad.html>

**Fig 5:** Tehsil map of Aurangabad.



Source: Census data

**Fig 4:** Literacy Rate – Rural Urban Differential Maharashtra – 1961- 2011.

Aurangabad is one of the 36 districts of Maharashtra. Maharashtra is located in the western part of the India. Aurangabad is found at west side of Nashik, North side of Jalgaon, East side of the Jalna and South side of the Ahmednagar. In the ancient period Aurangabad was one of the headquarters of the independent nizams (rulers) and principal city. Out of around 10,000km sq. area Aurangabad district covers 37.55% urban area. Aurangabad District is situated mainly on the two river Basin - that is Godavari and Tapi. As per the geographical location then Aurangabad is situated at North latitude between 19 and 20 degrees and east longitude reminder is rural in 74 and 76 degrees. The District has been divided into Nine Blocks/Tehsil that is Aurangabad, Kannad, Khultabad Gangapur, Phulambri, Paithan, Sillod, Soygaon, Vaijapur.

As per the census 2011 population of Aurangabad district of Maharashtra is 3,695,928. This roughly equal to the Nation of Liberia. This gives it a ranking of 72<sup>nd</sup> in India (Out of total 640 districts). Population density of the district is

**Table 3:** Literacy in Various Regions of Maharashtra.

Sr. Number	Regions	Literacy Rate
1.	Marathwada	51.23%
2.	Vidarbha	76.81%
3.	Western Maharashtra	76.95%
4.	Konkan	81.36%
5.	Khandesh	76.06%

Source: Research studies on impact of migration on education of Dalit children in Marathwada region of Maharashtra with special reference to Beed district, 2009, TISS

Study conducted by Sartape in 2009 “Impact of migration on education of Dalit children in Marathwada region of Maharashtra. In this study Marathwada had lowest literacy compared to other regions of Maharashtra. Aurangabad falls under the Marathwada region which is found as one of the backward drought regions of Maharashtra. (Sartape, 2009)

**3.2. Sample Block Profile**

Aurangabad Tehsil/block is selected for study. It is a city with Municipal Corporation in Aurangabad district. It is located in Marathwada division of Maharashtra based on its geographical conditions. Total area of Aurangabad is 1,306 km<sup>2</sup> including 1,129.82 km<sup>2</sup> rural area and 176.56 km<sup>2</sup> urban area. According to Census 2011 information. Aurangabad has a population of 15, 90,374 peoples. There are 3, 23,473

houses in the sub-district. There are about 187 villages in Aurangabad block, Rural Households 56, 131 Urban Households 2, 67,342 Total Households 3, 23,473. The main source of income is from agriculture, small scale industries and from those who work as a trader. Aurangabad is one of the better-developed blocks in Aurangabad district when it comes to education

**Table 4:** Statistical information about Aurangabad Block Schools.

School Management Desk	Total
Dept. Of education	1
Madarsa Unrecognized	1
Private Aided	44
Private Partially Aided	25
Private Unaided	74
Self-Finance School	131
Social Welfare Private Aided	14
Social Welfare Private Unaided	7
Tribal Welfare Private Aided	2
Vaidik/Sanskrit/Religious sanstha	1
Zilla Parishad (ZP)	252
Grand Total	552

Source: Panchayat Samiti Aurangabad Block

In Aurangabad Block there are 74 private unaided school out of 131 self-finance school. Total 112 schools are eligible for giving the admission under RTE 25% reservation quota for the weaker section and disadvantaged group students in the academic year 2019-20. In these school’s medium of teaching is mostly English and CBSE pattern. 6 schools were selected out of 112 schools from which 5 are English medium and 1 is Marathi medium school. From the selected 6 schools the disadvantaged group students found in very few schools implying enrolment of disadvantaged group low compared to weaker section students. That is discussed in the next chapters in details. There are many problems behind this issue like no awareness among parents about policy, inability to afford extracurricular expenditure of private schools, illiterate parents, belief of non-importance of education etc.

**3.3. Research Design**

This study is exploratory in nature. It aims to explore the root cause of the problems RTE students facing in their academics at the secondary level. The study is based on the perceptions, experiences and understandings about academic problems of the RTE students. It also views the experiences and perspectives of parents and teachers with the help of narratives. Thus, both qualitative and quantitative data has been collected by using various methods and tools of data collection. Some of the tools used are semi-structured interview schedule, in-depth interviews, secondary data collected from school records, books, journals, magazines, and relevant published reports etc. Mixed method approach has been used to get a holistic understanding which further helped in a broader understanding of the research questions by making it possible to triangulate information using both qualitative and quantitative data.

**3.4. Sampling Technique**

To choose students, parents and teacher non-probability purposive sampling method will be used. A sample is

selected based on characteristics of a population to cover all social background and the objective of the study.

**Sampling**

For taking statistical details initially conducted a small survey. With the help of statistical data by Panchayat Samiti, Zillah Parishad Education Department and Sarva Shiksha Abhiyan office (SSA), I selected block, and schools. Initial contact was made to the Education Officer of the district as well as block officials to collect the data as well as for permission letter. A multi-stage sampling method was used to reach out from the district, block to the schools, students, At the first stage, district and settlement selection were done purposively in which out of 9 blocks in Aurangabad district, one block was selected purposively where RTE schools was found highest compared to other Aurangabad district blocks. A small survey was carried out by selecting an area of the study. The table below gives an outline which is a brief of the sampling. Along with teachers’ school principals, government officers interview also conducted for understanding their views on the RTE 25% reservation policy.

**Sampling procedure**

**Table 5:** Sampling Table.

Sample	Number	Techniques and Reason For selection of sampling
Block	1	Aurangabad Block selected because here highest RTE school admission is found and most of the people migrate in Aurangabad city for the study of their children.
Total Schools	6	112 self-finance and Private unaided school exist under RTE in the academic year 2019-20. These all schools come in self-financed category.
Selection Of respondents		
Students	60	Student respondent were studying in 7 <sup>th</sup> and 8 <sup>th</sup> Standard. These students belonged to weaker section and disadvantaged background. A total of 60 students were selected, 10 from each school. Students were identified by their castes as well as by their gender.

Source: author work

**3.5. Sources of Data Collection**

**Secondary Sources**

Articles, newspaper news, Journals, Reports, Research Paper, Websites, Online magazine etc.

**Primary Sources**

Primary data was collected from students enrolled in schools under RTE 25% reservation. Parents and teachers interview also conducted to understand their perceptions on students learning improvement.

**3.6. Tools of Data Collection**

**Semi- Structured interviews**

A semi-structured interview guide was prepared for collecting quantitative and qualitative data from students. In the semi-structured interview schedule, there were a number of questions on various issues regarding socio-economic background, their experiences, needs, problems, challenges, expectations, teacher-parent involvement, availed

government facilities, and experience on the basis of education, financial background castes etc.

**Data Analysis**

The quantitative data and Qualitative data were processed and analysed manually theme wise on the basis of the respondent’s answers. Qualitative data analysed theme wise on the basis of respondents answer and Quantitative data like enrolment number, no of applications growth increased of the RTE over the year in Aurangabad calculated by Excel software

**4. Socio-Economic Background of Students**

This Paper deals with the core issue pertaining to the social and educational background of the respondents. The data was collected by using interview schedule covering their academic background and important variables like caste, religion, parental education, their occupation, and income etc. In this paper has given all information in different themes. Every theme having different dimension provides us with details regarding the educational situation of students enrolled under RTE 25% reservation policy.

**Socio-economic background**

In the following session, analysis and comparison between the variables are done. As it is empirically established, the social background plays a crucial role in accessing and performing in education. The respondents’ belonged to the weaker section and disadvantaged background who are generally socio-economically backward. Hence, it is relevant to know their personal and social background. Let us first understand their sex and age factor.

As it can be seen from Table 6 there is equal representation of boys and girls from six schools enrolled under the RTE 25% reservation policy.

**Table 6:** Gender and age details of students.

Schools Self-Financed	Students		Age	Total	Class
	Girls	Boys			
School1	5	5	13	10	7 <sup>th</sup> Std
School2	5	5	13	10	7 <sup>th</sup> std.
School3	5	5	13	10	7 <sup>th</sup> std.
School4	5	5	14	10	8 <sup>th</sup> std.
School5	5	5	14	10	8 <sup>th</sup> std.
School6	5	5	14	10	8 <sup>th</sup> std.

Source: Author work

**4.1. Caste and Religion of Students**

Talking about the religious, and caste background of students. Out of 60 students 37 are belong to Hindu religion 11 are belong to Buddhist religion, 6 each belong to Muslim community and 6 belong to Jain religion. In terms of caste we see then Out of 60, 17 students belong to Brahmin caste 9 belongs to Maratha caste, 6 belongs to Marwari, 11 belongs to Mahar caste, 6 belongs to Mang caste, 5 belongs to Chambhar caste, 3 belongs to Shia caste, 2 belongs to Sunni and 1 belongs to Khatik (Muslim) caste.

**4.2. Type of Dwelling**

Researcher try to see the type of dwelling of respondent. The majority of the respondents Out of 60, 35 students houses are pucca, only one has kachha house, 24 students are on rental houses which are semipakka. Those students whose family are staying on rent they have migrated from Rural to urban areas for employment or education purpose.

Regarding separate room for studying only 10 students said they have separate room for studying and 50 students don’t have separate room for study they have to do their study in the kitchen and most of the student’s house have only one room, therefore concentrating to study becomes very difficult for them.

**4.3. Education Profile of Parents**

Talking about the educational qualification of respondent’s parents. Education level of the parents is very much relevant to the educational development of the child. Regarding fathers’ education out of 60, 15 had completed primary education 16 could finish secondary level and 14 respondents’ father had completed their higher secondary. Only 10 are graduate and 6 are post graduate. 2 respondents’ fathers are illiterate. The respondents’ fathers with higher educational degrees help their children in study. They understand their children academic study related issues better. Regarding mothers’ education, 21 had completed primary education (till Std. 7<sup>th</sup>) and 15 had completed secondary level (10<sup>th</sup> STD. +). 8 of the student’s mothers have managed to complete their higher secondary (12+). Out of 60 students only 3 students’ mother are Graduate no one is post-graduate and remaining 13 mothers are illiterate. if we see literacy rate of parents then mothers are found illiterate. it is found that involvement of mother’s in children education is less compare to father. Mother minds the child’s dress cleaning, tiffin packing, and health care. While father of children who are well educated try to solve study related problems, visit to teachers, buy necessary study material etc. It is kind of stratification we can see here.

**4.4. Occupation of Parents**

Regarding the occupation of parents of the selected students. Occupation is another very important factor, which play a vital role in everyone’s life to maintain our standard of living and fulfilling our needs, family needs. It reveals that Out of 60, 24 students’ father are daily wage labourer, 11 having their own businesses, 14 having private job, 3 government servants and 8 are farmers. From the occupation itself we can see that the daily wage labourer fathers are more and therefore because of time constraint most of them find difficult to keep watch on children’s studies. With regard to occupation of mother 17 are daily wage labourer, 33 are housewives, 10 are doing private job most mothers do not get any salary in India because they are housewives. During the interview of mothers, they said that they want to help their children in studies but they cannot help because of illiteracy, English language barrier and daily house work like cooking, washing, child care etc.

**4.5. Regularity in School Attendance**

With regard to regular school attendance out of the 60 students 37 said they go to the school regularly and 23 said they don’t. Researcher wanted to find out the reasons for not going to the school regularly 5 students said they are sick most of the time, the reason behind sickness is because of surrounding environment without proper sanitation facilities, no nutritious food 10 students said they have to do compulsory household work because of there are elders, sick mother, mostly girls have to do this which compulsory work for them, 8 said they don’t have interest to go to the school.

#### 4.6. Educational Background of the Respondents

In this theme, the researcher has examined different kinds of factors which are important for the students' educational development. It covers those aspects because of which students are facing difficulties. This part, discuss the educational needs of students enrolled under RTE. It discusses kinds of academic problems they face, kinds of support their parents are unable to provide them, the confidence level of students, students' needs, expectations from parents as well teachers. Further, discussed is classroom environment, Students teachers' relationship, difficulty in the subject found by students, extra coaching classes and their plans for further education and what kind of challenges faced in further education. Also, this section focuses on various kind of government facilities students availed by students and in the last phase, the researcher tries to know students' experiences and perceptions on the basis of their academic performance

#### 4.7. Learning Environment at Home

As we know the learning environment is very important to do our study peacefully. From the study it is found that out of 60 students 55 students faced various kinds of disturbance or problem while studying at home. Reasons of the disturbance like 7 students said that they didn't receive proper guidance for studies in their homes. 24 students said that they were overburdened by household work. 11 students said that along with household workload. They also had a disturbing environment TV sound as well as home discussion, sounds coming from residential areas like chitchat of people and music sounds. 8 students said they face noise pollution problem in their home and in the residential area and most of them have to do a compulsory household work.

Communication between parents and their children's (about studies, their hobbies) is very little. After talking to the students, it is found that many parents don't know what problems their children are facing in the studies and in other activities of the school.

#### 4.8. Students' Expectations from their parents/family

From the Study try to understand the student's expectation from their parents /family. Therefore, out of 60 students. 9 students want their parents to help them in their homework, and 6 said that they need their parents' attention on studies. 15 students said that they require money on time for stationary and extracurricular activities of schools and as pocket money, 9 students said that they need provision of educational and material needs from parents.11 students have expectation for further education and only 10 students said that their all expectations are fulfilled.

#### 4.9. Support for Educational Needs by Parents and Reasons of not Having Support

From the study it is found that the Support for educational needs by parents and reasons of not having support. The respondents were asked whether their parents were able to fulfil their educational needs (stationary, books-notebooks, uniform, tuition and school fees etc.) timely or not. Out of 60 respondents 27 said they receive support on time and 33 said to the contrary means not receive on time. Researcher further wanted to understand from the respondents that why do they not receive support from the parents on time. 20 students reported that it is because of money crisis in family

and 13 students said that it depends on the parents spending priorities. From study likewise understand how most of the parents cannot support their children academic needs because of money crisis.

#### 4.10. Students' Class Participation

From the study it is out of 60 students shows that 23 students ask questions in the classrooms and 37 do not. The researcher has tried to understand the reasons behind the behaviour of not asking questions in the class, out of 55 students, who are not asking questions, 13 students don't ask questions in the classroom because of fear of teacher 7 because of shy nature, 12 because of lack of confidence and 5 said "I don't know how to ask something to teachers and I don't do study regularly; so how I can ask questions? I fear whether teacher will be angry with me, class students will laugh at me", such reasons they gave. There is a huge gap between students and teachers where both are lacking in communicating with each other.

#### 4.11. Student Teacher Relationship

From the study it reveals that the student-teacher communication reflected by how often students meet to teachers for asking doubts regarding study it is found that out of 60 students 31 students goes to meet the teachers for asking doubts regarding study and 29 students never go to meet. The researcher tried to understand why these 29 students do not ask question to the teachers It is found that out of 29,12 students have a fear of teacher they think that teacher will angry with them,7 students said that they are fine with tuition teacher,5 said they don't go to ask the questions because of busy schedule of teachers, four said friends help them and 2 said tuition teacher helps.

The teachers play an important part in maintaining effectiveness of the schools. They are required to be supportive and encouraging towards the students. On the other hand, high rate of absenteeism amongst the teachers, ineffective teaching methods, engagement of the teachers on frequent basis in non-teaching work and use of intimidating and uninteresting methods of teaching are the ways that lead to an increase in the drop out of students. Teachers are expected to enrich the learning and understanding of the children. Within the classroom setting, there are various forms of biases and discriminations. In order to promote effectiveness within the elementary education, the primary factors are to treat all students equally, providing them equal opportunities, encouraging operative teaching-learning methods, and creative activities, having proper materials and equipment, and improving the physical environmental conditions of the schools, and effective communication processes. All the members of the schools and students should work in collaboration towards implementation of these factors.

#### 4.12. Subjects Found Difficult by Students

From the study reveals in which are the different subjects' RTE enrolled students are facing difficulties. Therefore, it is found that students are facing difficulties mostly in Mathematics and English in comparison to science and Social sciences. Therefore, there is need to arrange the Extra classes for the students enrolled under RTE 25% reservation policy in private school because most of them are the first-generation learner parents are also not familiar with the English language. At their home no one is there who can

guide, help them. Hence, for the improvement in their studies there is need to arrange the extra classes.

It is found that many students have fear of English Language. They have fear of Mathematics. Many Students do not understand the teachers teaching and are not confident to ask the question to their teachers because of lack of English language competence. Because of language issues many students feel uncomfortable with school environment. Most of them found difficult adjust in this environment. Similarly, many of them loose a confidence out of fear in their mind that English language is hard. And because of that most of them cannot ask the question about their studies.

#### 4.13. Reasons for Facing Difficulties in Mentioned Subject

The students facing difficulties in the mentioned subjects. Hence it is found students are facing difficulties in the a four mentioned subjects by school wise likewise out of 60, 22 students said they face difficulty in learning because of the teacher's use of difficult language for the teaching most of the students means 20 out of 60, are said they facing difficulty in study because of the lack of support of family. Therefore, by focusing on these reasons private school teachers need to change their teaching method they have to teach in such a method that the students specifically those are enrolled under RTE will understand it better. Moreover, Parents need to give an extra attention and support to their child's study.

#### 4.14. Private Tuition

It has been observed that most of the students and parents were much conscious of giving extra tuition classes to their children. They feel extra tuition classes' means high score and students can learn more. Out of 60 students 35 go to Private tuition. In Private tuition also 21 go to the school teacher and 12 go to an outside teacher not of the school from this number it is found that student prefer to go to tuition of the school teacher if asked about the reasons then they said that school teacher teaches us mostly the things which will come in school examination. Similarly, according to parents if their child goes to the tuition of school teacher then the teacher will pay more attention to them. But as per the RTE act that teachers taking private tuition outside the school, it is strictly prohibited, section 28 asserts that no teacher should engage in private tuition or private teaching activity but as we see there is no implementation happening of the RTE rules on ground. As fees paid to the tuition is high most of the parents who are daily wage labourer, private company job worker cannot afford it, but because of the privatization of education most of the parents without any option have to provide the private tuition, they have to send their children in private tuition compulsory if it is admitted in Private school. otherwise they think that their child will not understand anything and lag behind their classmates in academics. Also start to lose the confidence and their mind only keep remember that they have to pass for the exam, score. Hence in such environment students get lack of knowledge.

#### 4.15. Teaching Learning Material/Teaching Aids Used in Classroom

After interviewing with the students, it is found that the learning methods and material used by the teacher in the

class and also with that which material they used mostly for teaching. Out of 60 students 28 students' said teachers are using board for teaching, and explaining to the students. 17 students said their teacher use the chart, map for teaching, 5 said use PowerPoint and 10 said teacher use nothing but just explain orally mostly in the language classes. This style is used mostly the Social science and Science, Mathematics teachers.

#### 4.16. Perceptions of Students on School Amenities and Environment

Perceptions of students on school amenities and environment. If we talk about perception on School Infrastructural facilities then it is found that many private schools are built in a very congested area, many don't have playground, studies students also need extracurricular activities like physical Education, sports but because of unavailability of ground infrastructural facilities students are found unhappy Following are the responses from students regarding infrastructure it is found that out of 60 students:

- a. 7 said that their school don't have playground,
- b. 13 students said their school don't have Science lab,
- c. 12 said don't have computer lab,
- d. 14 students said school toilet is not clean and there is lack of access of water in toilet,
- e. 14 students said in the school drinking water tap is not clean.
- f. Then talking about the school environment
- g. 10 students said their school environment is not friendly,
- h. 9 said their schoolmates, and classmates always fight with them,
- i. 19 students said they have fear of teacher
- j. And 22 students they are satisfied with the school environment.

#### 4.17. Awareness About Educational Schemes/Facilities

Awareness about educational schemes /facilities out of the 60 students 17 students are aware about and 43 are not aware about the kind of facilities are there in academics at school level. Education Facilities like girl's scholarship day meal, provide extra study material in simple language. During the study it is revealed that schemes in elementary education is lesser compared to the Higher education.

#### 4.18. Perceptions of Students on Their Academic Performance

From the study researcher tried to find out the Perceptions of students on their academic performance. Out of 60, 13 students said their performance found excellent, 36 Students said their performance is average, around 11 students enrolled under RTE 25% reservation policy rated themselves as poor in studies out of 11 six said they are poor in studies because of difficulty in English 3 said because lack of confidence and 2 said because of lack of proper studies. A majority of them said that their academic performance is average, and very few are confident about their academic performance

#### 5. Conclusion

Students enrolled under RTE 25% reservation policy belong to weaker and disadvantaged background both sections of students find difficulties at academic level these students need special support to enhance their skills and to develop

their personal level skills. Most of them are first-generation learners therefore these students require time to adjust in the school environment. Hence, not only we have to focus on the enrolment of the students under RTE 25% reservation policy process but also have to provide them quality education, in equity-based environment from schools both are equally important. Elementary education in India needs to be spread amongst the deprived, marginalized and socio-economically backward sections of the society. Girls, children in difficult circumstances and those belonging to ethnic minorities, should have access to and complete free and compulsory primary education of good quality. The management of the education structures should be carried out in a manner that children should benefit from learning. It is vital to ensure that the learning needs and the requirements of the individuals are met through equitable access to appropriate learning and life skills programs. The accessibility should be there of all the individuals belonging to different backgrounds to learning programs and educational institutions.

There has been an increase in the demand and recognition of education amongst the individuals. Education is not only considered necessary to attain a status or reputation within the community but in order to carry out daily life activities too education is regarded imperative. The demand for basic education continued to grow with an increasing recognition of the importance of educating children amongst the parents and the guardians. There has been improvement in infrastructural facilities within the schools, gross enrolment is universal, there have been a decline in the school drop-out rates, especially amongst the girls and more teachers have been recruited. The progression of various areas and opportunities have led to the development of elementary education in India. Then only in real manner we will be successful in the implementation of RTE act.

#### **6. Policy Recommendations for the Student's Improvement Enrolled Under RTE 25% Reservation Policy**

1. Need to do awareness about RTE 25% reservation policy so that it will reach to every student of the society for whom it is made especially.
2. Need to do an inspection of every private unaided school for their infrastructure, for student's result, their development, who enrolled under RTE 25% reservation policy etc by the Block Education Officer, District Education Officer of every district in every six months of the academic year.
3. Give the permission to run the private school after inspection only. Otherwise it is found that private school is opening in small two-story building. There is no playground, no other facilities found for the student's enhancement.
4. There is a need to increase the vacancies of RTE admission as per the preferences. Thereby everyone will get opportunity on that year only. No one will lose their academic year.
5. Need to make a progress report of RTE 25% reservation policy every year at block, district level by every state so that it will be help to analyse the policy advantages and disadvantages
6. Private school should provide counselling to the children admitted under RTE to monitor the possibility of them developing an inferiority complex or dropping

out. In other words, curtailing the probability of the Act backfiring.

7. There is need to increase the amount of the Pre matric Scholarship for the disadvantaged group students under RTE.
8. There is need to conduct the extra classes for the RTE students.
9. There is need to provide extra attention care to the RTE students for their studies from the parents and teachers both sides.

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