2.1. Introduction

The review of previous research studies is a step in the research process that places the research problem within the context of the theoretical framework. The review of related literature serves multiple purposes and is essential for a well-designed research study. It generally comes early in the research process, and it can contribute valuable information to any part of the research study. With the amount of information available from a variety of sources, the review of the literature is by no means a trivial task. A systematic process requires careful and perceptive reading and attention to details. In the review of the literature, the researcher attempts to determine what others have learned about similar research problems and to gather information relevant to the research problem at hand. According to W.R. Barg, "The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of the literature, our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else."

The research studies on the RTE Act, 2009 is an important and new area of educational research. Since the RTE Act, 2009 has implemented throughout the country on 1st April 2010, few research studies are available in this area. Still, the investigator has taken an attempt to collect research studies from various thesis, dissertations, books, journals, abstracts, periodicals and newspapers. All literature directly and ultimately related to the present investigation is too discussed in following paragraphs.

2.2. Studies on the RTE Act, 2009

Mohalik, R. (2017) carried out the study to inspect awareness, steps, and issues in implementing the RTE, Act, 2009 in the state of Odisha. The study revealed that majority of head teachers and School Management Committee members are aware of the Right to Education Act; the Govt. also has taken initiative for Children with Special Needs by providing facilities like ramp, aid and appliances, wheelchair and special trained teachers and home service to these children, also takes some steps like for developing training and assessment modules for admitting out of schools
children; All the members of the school including Head Master to SMC members are involve in applying the different recommendations of the RTE, Act, 2009; There are no out of school child has taken admission in the school as per guideline of the Act; The Odisha Govt. also designated Teacher Education and State Council of Educational Research and Training (TE and SCERT) as an academic authority for this act and constituted the Odisha State Commission for Protection of Child Right (OSCPCR); and for the well implementation of the Act the Central Govt. must be needed to provide financial assistance for infrastructure amenities of school.

Paikaray, L. (2015) studied on Effectiveness of Community Participation in Universalisation of Elementary Education in Odisha. This study found that 50% of rural MTA members said that there are no separate latrine facilities for girls in their school, 70% rural MTA members said that there is no separate Kasturba Gandhi Balika Vidyalaya for girls, 50% of rural MTA members said that there is no boundary wall in their schools. So, that the government takes initiative for providing all sorts of provision for all the elementary schools to reach the goal of UEE. This study also found that 65% of elementary schools have four and above teacher still we found that 35% of school have not adequate teacher for each classroom, the study also found that 50% untrained and irregular teachers in tribal area school, though it is a norm in SSA and RTE Act, 2009 recommends that “At least one teacher in each class and the teacher-pupil ratio must be 1:40”. Therefore the governments must take steps to the appointment of trained teachers in elementary schools focused on the tribal area for smooth running of the school and achieve the goal of UEE.

Bhattacharya, D. and Mohalik, R. (2015) examined the problems faced by the SMC members in implementing the RTE Act, 2009. The study found that 34% of SMC members expressed that lack of interest among parents to send their children to school is the main problem in enhancement of enrollment, 46% of SMC members believed that poor quality of teaching-learning process is the barrier in offering quality elementary education, 50% of SMC members feel that lack of skill among teachers is the main constraint in implementation of Continuous and Comprehensive Evaluation in school, 48% of SMC members agreed that lack of interest among poor and illiterate parents is the main problem of participation in SMC meetings, 44% of SMC members agreed that lack of SMC member's awareness is the main constraint in developing of School Development Plan and 34% of SMC members are believed that Lack of fund is the
main constraint in developing of 'School Development Plan'. Hence awareness needs to be created among School Management Committee constituent with parents/guardians about different of Right to Education Act, 2009. SMC members are to be motivated to take part in all the school activities such as identifying school going children, admission drive, convincing parents for sending children to school, regularly attending and discussing SMC meetings, developing school infrastructure, maintain teachers regularity and punctuality etc.

Bajpai, B.K. (2014) studied on the RTE norms and performance of elementary education to assess the progress and implementation of RTE Act, 2009 for development elementary education. The study found that development of elementary education is highly affected by progress and implementation of the RTE Act, 2009.

Chandrappa, (2014) studied on ‘Right to Education Act-Elementary Education: Backbone of the Education System’ with the objective to find out the effectiveness of the RTE Act in the elementary school education system. The study revealed that the awareness of the people in this Act was very low and there is need of capacity development at various levels for operationalized to this act. At the community level, SMCs and Panchayat Raj Institutions (PRIs) need to be trained about their roles and responsibilities.

Das, R. (2014) conducted a study on implementation of RTE, Act, 2009 in the block of Hajo or rural Kamrup district with the major objective to study on the only implementation of this act in the schools of Hajo block of rural Kamrup district in Assam. The study found that more than half of the objectives of Right to Education Act are implemented. Some objectives are not achieved due to some problems like lack of proper finance, communication facility, lack of proper management, leadership etc. If positive measures are taken, it will be easy to achieve the goals framed by the Right to Education Act, 2009.

Deepthi, T. (2014) proposed to investigate the current status of the implementation of RTE, Act, 2009 in terms of awareness, understanding of the provisions by the different stakeholders and also the issues and challenges before the teacher to implement it. In order to meet the challenges, the nation should come
together as a whole and work together to overcome these challenges. There should be a great level of coordination among the different agencies involved in this act.

**Kumar, T.P. (2014)** studied on the RTE Act among school teachers in Bangalore city and found that the awareness on RTE, Act 2009 of male and female teachers are significant and female teachers are more aware than male teachers concerning the implementation of the RTE Act, 2009.

**Lal, K. (2014)** studied on ‘Awareness of the Right to Education Act among Teachers’ with the objective to compare awareness towards the RTE Act of male and female teachers of the urban and rural area. The study found that in rural areas male teachers are aware of RTE Act rather than female teachers and in urban area female teachers are aware of the RTE Act rather than male teachers.

**Gadam, Ajaya. M. (2013)** studied on “Teacher Awareness of the Responsibility under RTE, Act” to study the collision of working experience of teacher on their awareness of the responsibility under the Right to Free and Compulsory Education Act and to study the impact of educational qualifications of teachers of the accountability. Again it showed that there is a significant impact of teachers working experience on their awareness of the duty under the Right to Education, Act, 2009. Those teachers working experience is high his/her awareness of the responsibility under the Right to Free and Compulsory Education act and those teacher experience is low then their implementation is also low. There is a considerable impact of the educational qualification of the teacher on their awareness of the responsibility under RTE Act, 2009. The teachers have high qualification in their academic carrier then they also understand their responsibility highly and implemented this act highly and those teachers have low qualification then they also show low or known as very slow implementation of this act.

**Gandhi, V. and Yadav, N. (2013)** studied on ‘A Study of Awareness among Primary School Teachers towards "Right to Education Act, 2009" with the objective to study the primary teachers awareness towards the RTE, Act, 2009. The study also showed that a significant difference in awareness of male and female teachers of primary school working in govt. school towards the RTE, Act, 2009 as well as there is also no significant difference in awareness of teachers qorking in government and private
schools towards the Right to Education Act, 2009. This study was conducted in Gurgaon District.

Majhee, M. and Behera, L. (2013) studied on awareness of fence-sitter of elementary education toward the Right to Education Act, 2009 in the district of Khurda district with the major objective of this study is to find out the position of the Right to Education, Act, 2009. The study found that headmaster, teacher and SMC member are not oriented about the RTE Act, 2009.

Malik, Sarika & et al. (2013) conducted a study on awareness of RTE Act among prospective teachers. The major objectives of this study was to find out the level of awareness or rural and urban teachers (perspective) about RTE. The researcher found that the awareness of the urban and rural prospective teachers’ ratio is high. The study also found that there is a need to develop the awareness towards the Right to Education, Act which in turn assist them to expand the same among their pupils.

Niranjanaradhya, V. P. and Jha, A. (2013) study on Right to Education, Act-miles to go. With the objective to develop in an in-depth qualitative case study to evaluate the effectiveness of the implementation of the RTE Act in the Panchayat. The study revealed that there are no state authority has ever come to supervise the implementation of RTE, Act, 2009. in the schools after the implementation of the act in Gram Panchayats of Ramanagar District, Karnataka. The requisitions made by the SDMCs to the local self-government receive very little or no attention. No teacher has ever undergone any intensive training programme specifically under the RTE Act, 2009 that focuses in particular on improving the quality of education. The Panchayat (local authority) receives no grant specifically for carrying out the provisions of the RTE Act, 2009. They are given 6 lakhs rupees annually from which 5.7 lakhs are subtracted for water and electricity. They are therefore left with virtually no money for education.

Pandey, S.K. (2013) studied to detect the underlying get-outs of the Right of Children to Free and Compulsory Education Act, 2009 popularly known as the RTE Act, 2009. In the light of above facts and discussion there on palpable that Right to Education, Act, 2009 is a exclusive documents as far supplies and standards are concerned. It is really a radical change in the State face regarding elementary education in our Country. But due to poor implementation, slackness on the part of several governments and their departments are hampering proper progress on the
implementation Right to Education Act, 2009. If the all hurdles removed from this Act then it may be give the unbelievable progress and a major instrument in making India a global knowledge superpower by 2020.

Prashant Thote, Mathew, and Rathoure (2013) studied the awareness on Right to Education Act, 2009 among Primary School Teachers of Morena District, Central India. The information was gathered through a questionnaire constructed for this purpose. The questionnaire consists of 40 questions related to awareness on the Right to Education Act. A survey was conducted among 200 respondents by using the questionnaire. The data collected were grouped and analyzed using mean, SD and ‘t’ test. Findings revealed that the primary school teachers of the Morena district have significant awareness on the Right to Education Act. The result of the survey showed that the Right to Education Act awareness must still be more promoted.

Prashan Thote, Mathew and Rathoure (2013) conducted a study on the awareness on RTE, Act, 2009 among primary school teachers of Morena district, central India. The data collected through questionnaire and in this questionnaire there was 40 question items. It was basically a survey study following 200 participants. The collection approach used group and analyzed through Mean, Standard Deviation and ‘t’ test. The researcher found that the primary school teachers of that district was significant awareness on the RTE, Act. The researcher also found that RTE, Act awareness is still be more promoted.

Thote, P. Mathew, L. and Rathoure, D.P.S. (2013) demeanor a study on Right to Education Act : Analysis of teachers awareness in central India. The objective of this study was to find out the level of awareness on RTE Act, 2009 among primary school teachers. The researcher revealed that there was low level of awareness about RTE, Act, 2009.

Debbarama, K. (2012) conducted a study on challenges in implementation of the RTE, Act, 2009. The study found that many private schools have opposed the reservation policy given in the RTE Act, 2009 (25% seats for children from economically weaker sections must have to reserve in private schools).

A Report on Dhaatri Resource Centre for Women and Children (2012) mainly it studies the present status of Adivasi children with respect of their right to primary education. It helped a revisiting some of the interior Adivasi areas and make
fresh connections with local groups who are campaigning for their rights. It is more meaningful for spreading of awareness on the provisions of Right to Education, Act, 2009 and it also getting insights into local and official perceptions over this new legal instrument.

**Dixon and Pauline (2012)** conducted a study on the new Right to Education Act (RTE) comes an exciting opportunity to change the way private unaided schools are regulated and gain recognition in India. The task of the private unaided sector in India is decisive for attaining “Education for All”. The Right to Education, Act, 2009 offers a prospect for State governments to investigate ways in which to promise even for better excellence from private unaided schools. The present paper outlines on an substitute strategy for the guidelines of private unaided schools, permitting them to carry on to make a noteworthy input towards “Education for All”. This paper also set out as follows. The first, research findings regarding private unaided unrecognized schools in India are reviewed. Secondly, the recognition standard/norms as set out in the Right to Education and the ‘Model Rules under the Right of Children to Free and Compulsory Education Act’ 2009 are précised. The third one was to alternative systems of regulation or guidelines from both developing countries and developed countries are measured in order to provide examples of forms of regulation that could now be accept and modified for the private school’s soul in India.

**Giridhar (2012)** conducted a study on need for a reward and recognition system for teachers. This study highlighting on the Wipro-education initiatives study and the researcher also mentioned that we worse in 2001 as comparison to in 2006. Government schools expectedly twisted in a wretched performance but the allegedly cream of the crop private schools were barely better and their pupils did well only on questions that tested i.e., rote memorization or learning and did not do well on questions that experienced theoretical perceptive and submission. Assessment Survey Evaluation Research (ASER) carried out the internationally accepted Programme for International Student Assessment (PISA) test in the State of Himachal Pradesh and Tamil Nadu, and these studies revealed that both States are right at the bottom among 70 odd nations. Before you criticize the two States, gratify praise the fortitude to their education administrator who must have been appealing sure of the results and gone for it only to compel each one into stroke.
Conducted a study by **Gupta (2012)** on education is going down. In this paper the author highlighted that the problems of quality education and the status mainly based on low standard of understanding the subject matter and quantity of students in increasing but the quality of education is going down. So there are need to work correctly on the RTE and its implementation for providing quality education for better humanity.

Conducted a study by **Rajput, G. and Aziz, T. (2012)** on the level of awareness regarding the RTE, Act, 2009 within the urban slum inhabitant. In this study the researcher found that there is a lack of awareness regarding RTE, Act. There also few slum parents had heard about this Act. Researcher also found that most of them not aware of the basic provision provide by the Government under the RTE, Act. So this study would have some serious implication was suggested i.e., for spread awareness of RTE, Act, 2009 among the deprived in urban slum areas in general to covering whole urban areas.

A study conducted by **Mohalik, R. (2012)** on the Right of Children to Free and Compulsory Education Act, 2009. The investigator found that all stakeholders are not proper aware of Right to Education, Act. So he suggested that there must be taken initiatives for creating awareness among all stakeholders and it must be with first priority basis. Investigator also reported that that no school has identifies out of school children in selected locality. Hence study suggested that take necessary steps required be taken by the educational authority taken steps for identification of all out of school children and admission in age appropriate class. During this study the investigator also found that there is lack of separate toilet for boys and girls, safe drinking water, play materials and other basic amenities. So the researcher suggested that there is need of necessary steps to be taken by educational authority for providing all facilities in RTE provisions school.

A study conducted by **Malik, S, Serohi, S. and Tayal, A. (2012)** on right to education is a fundamental human right. In this paper the author highlighted that every individual, irrespective of sex, nationality, chase, ethnic or social basis, religion or political penchant, age or disability, is permitted for free elementary education. So the present paper has effort to find out awareness of the Right to Education among potential teachers. The researcher take a sample of 120 potential teachers (60 from rural + 60 form urban) from Rohtak, State of Haryana were used tool as questionnaire for
awareness of RTE, Act. Data found that the Urban and Rural potential teachers’ proportion is high; so there is a essential to expand the awareness towards Right to Education, therefore it helps them to develop the same within their students. They also should be sublimated through practical or known as constructivist activities. The new practices and methodology helps in work and create a causative environment which should be the base of the both Urban and Rural potential teachers’.

A study conducted by Vyas, S. (2012) on awareness on Right to Education, Act, 2009 among elementary school teachers in the National Capital region. The researcher was used sample of 160 elementary school teachers from Delhi and NCR. The researcher was also taken self-made questionnaire including twenty multiple choice items. The study found that the level of awareness within teachers included in this study is not up to the blotch, yet subsequent to more than one year of implementation of this RTE, Act. The study found that government teachers are relatively more conscious as measure up to private teachers.

Conducted study by Singh (2012) on RTE: an assessment that Right to Education Act, 2009 was a milestone plan of the government to make stronger the education structure in India. Under this RTE, Act, it is compulsory to complete elementary education for all children up to age groups between 6 to 14 years, who reside in Indian land. Presently education is a fundamental right of every Indian through the Constitutional law and provisions. It is very essential to engage the Panchayat Raj Institution in a rural area for universalizing the elementary education in all aspects. Whenever Pachayat Raj Institutions in rural areas have taken the inventiveness to protect child rights, development indicators in the vicinity like education, health, and child trafficking have enhanced noticeably. The Right to Education, Act, 2009 has given plenty span to Panchayat Raj Institutions in a rural area for the Universalization of education basically at elementary level as a fundamental right. If the Panchayat Raj Institutions members are supervises the conscription procedure of their jurisdiction then it may be true that success must support our sight.

A study conducted by Adlakha and Sharma in 2011 on the Right to Education, Act, 2009. The main points of this study were lack of awareness, grievance redressal mechanism, absent, violations, challenge from private school and shortage of teachers but above all, it is a good to step for education.
A study conducted by **Ashak and Kamath (2011)** on the awareness of the RTE, Act 2009 among primary school teachers in the district of Chamarajanagar in Karnataka and this study found that there is no significant difference in the awareness level of male and female teachers in both urban and rural teachers on the Right to Education Act. This Act commonly known as the RTE Act, 2009 has come into force from 1st April 2010. The Act intends to universalize elementary education to all the children of 6-14 years age. The Act can be implemented in its true spirit only when its stakeholders respond to it positively understanding their responsibilities. Teachers are a group of stakeholders, who are required to know their responsibilities and the provisions of the Act for its successful implementation. The present study was undertaken to find out whether the elementary school teachers have an awareness of the provisions of the Act.

Conducted a study by **Kumar, D. & Sharma, S. in the year 2011** on parents and teachers awareness towards RTE, Act, 2009 and the major objectives of this study is to assess the level of awareness of teachers and parents of primary to upper primary level students towards the Right to Education Act, 2009. The study revealed that the teachers are more significantly aware than that of parents.

This study conducted by **Godbole (2011)** on RTE where the researcher talked about that education is a basic human right, without which potential for a civilized life and valuable participation in society are less likely to be developed. Since the Right to Education Act has provided us the tools to provide quality and equity in education for all our children. It is now very important that we, the people of India, stick together hands to hands for ensuring the implementation of this provision in its true courage. The government is unswerving to this task though real transformation will happen only through cooperative action and we must come forward eagerly for the same.

**Kumar (2011)** conducted a study on role of School Manage Committees and mainly this study showed that the SMCs will lead the awareness within the stakeholders and all the important decisions was taken by the School Management Committees. This study observes that through the SMCs the RTE act should be very effective and result slanting in sense of successful education system.

A study conducted by **K. Premlakshmi in the year 2011** on RTE and common school system perception among teachers. The objective of this study is to study the opinion about common school system from school teachers of government and
matriculation schools. The study revealed that there is a significant difference in perceptions flanked by male and female teachers towards common school system. This study also found that there is no significant difference in perception flanked by urban and rural school teachers towards common school system.

**Mishra, A. (2011)** conducted a study on understanding of the RTE Act, 2009 with unique allusion to State of Odisha: problems and challenges with the objectives to examine the status of implementation of RTE Act in 20 government schools operating within 10 km. the radius of Bhubaneswar city. The study found that most of the parents are aware of the free education provided to the pupils of schools basically elementary school. But the major problem is that many of them are not aware of the reimbursement given to the pupils at school. Head teachers are not very clear about procedures for admission laid down in the act, such as, how to give an admission of a child is above six years and so far not enrolled in the school; whether to give admission to a child who has no transfer certificate etc.

A study conducted by **Dey, N. & Beck, B. in 2011** on Right to Education Act, 2009: Teachers Perception. The objective of this study is to study the awareness and opinion of teachers towards the RTE, Act, 2009. The researcher found that in majority of the cases it was viewed that the senior teachers were less aware of the Right to Education, Act, 2009. Study also found that the senior teachers were not interested in show up the Act by heart and hand. Therefore the junior teachers were a little bit more ahead than seniors still then it was not inspiring and acceptable. The researcher also found that the teachers were not in support of embargo of admission test and fail system in education mainly on elementary school education.

**Pushkarna (2011)** inscribed on State’s new poster campaign to boost Right to Education awareness while the Delhi government is accountable for properly implementing the RTE, Act in Delhi, its hold schools appear to be the most horrible reprobates. Still the Delhi Commission for Protection of Child Rights or known as DCPCR has received 14,752 complaints since April 1 last year when the Right to Education was imposed. Of these, as many as i.e., 12,332 complaints were related to government and MCD schools. These complaints were either received in immensity through NGOs or from individual parents. Even as the government tries to look within, Delhi Commission for Protection of Childs Right was started a poster campaign for increasing awareness about the Right to Education schemes within the government
school teachers. A massiveness of complaints also received so far has been against the government schools. About 9,000 complaints were closely related to rejection of admissions. They also found that there is a lack of awareness and numerous government schools don't even have ample infrastructure,” said Amod Kanth, Chairperson, of Delhi Commissions for Protection of Child Rights. He also added that we need to reach out to children who have not up till now been incorporated into schooling. Hence there is no function of NGOs defined in the Right to Education Act, 2009 and only schools can do this situation. Therefore it is basic important to give them with all the information about the Right to Education.

A study conducted by Raina (2011) on RTE, Act. which came into force in 2010 can meet the challenges of access, equity, and quality in elementary education and even though almost all educationally developed countries accomplished their current educational status by legislating free and compulsory education except India. The country like India has hesitated and lags in the rear in implementation of such legislation with serious consequences. Nearly 200 million children in the age group between six and fourteen years, more than half unable complete their eight years of elementary education and they also whichever never enroll or they drop out of schools. Those who do complete 8 years of schooling the triumph levels of a large percentage and similarly in language and mathematics, is incongruously low. It is no speculate that a most of the debarred and non-achievers come from the majority of the deprived sections of society of Dalits, OBCs, tribal’s, women, muslims and financially backward classes and in particular those who are imaginary to be empowered through education. Hence with delicate political notice among the disadvantaged and marginalized and it never in the rest history of India has the stipulate for inclusive education been as ardent as present day. Therefore even a superficial examination of the Act shows some conspicuous shortcomings.

A study conducted by Rai & Rana (2011) on RTE in India. Government has taken this vital step to become conscious its objectives of achieving utmost literacy in the all over the State. Unfortunately these norms and guidelines should be appropriately accomplished and followed by all in order to build India a completely literate and developed nation.

A study conducted by Rana (2011) on RTE and challenges before It - equity, quality, and accessibility. The achievement and stoppage of the Right to Education
would mostly depend on unswerving political consideration. The budgetary allowance of finances should be ample in this reverence. In every erudite person should also come frontal and swell the usefulness of education to uneducated parents who are incapable to be grateful for the significance of education in reduction of the social tribulations. The social dissimilarity and monopolization by any group should not be allowable at any cost. Education which is free of cost up to a certain age level it must be easily reached to all children. This RTE Act undoubtedly prohibits physical chastisement, eviction or incarceration of a child and exploitation of teachers for non-educational intentions other than census or election task and disaster relief. Teachers are the prop of the education system and the Act also lies down that teachers make surer that the every child must complete elementary education with essential learning competencies and basic learning skills.

Shah, P. (2011) conducted a study on the RTE, Act: a critique. The objectives of this study is to find out many good issues and negative aspects but taken as a whole highlights the philosophy of implementation; awareness of society and enthusiasm of teachers. Researcher emphasized that the teachers should be more accountable to broaden educational awareness.

A study conducted by Trivedi, A. (2011) on the Status of Implementation of the Right to Education, Act, 2009 in Muzaffarpur district of Bihar. Researcher found that there is a lack of awareness among teachers and parents about the true content of the act. Even many functionaries mean it as RTI (Right to Information). In the state, local specific guidelines are prepared but there is little awareness among stakeholders.

A study conducted by UNICEF and UNESCO (2011) on assessment survey evaluation research centre. Research points out that the decisive challenges in rural Indian school education. It brings with forth six major issues that are obstructing the teaching and learning practices in rural schools in terms of age appropriate grade and grade suitable learning levels. The study also highlighted that the textbooks having impractical prospects about what children can do and learn throughout an academic session. It is about a teachers’ ability to teach in spite of his/her professional qualifications. The need for as long as child friendly environment in class for best practices and children malingering and of the significance of implementing the RTE Act to make sure that children have a concrete foundation. The government is not looking concentration to what happens to children in schools. The school framework is construct
on assumptions that perfect age appropriate grades as well as grade appropriate learning levels are the same for all children. That all children can learn at the same pace or have the same learning skills and aspirations that schools are places where both teachers and students can learn. In addition talk to non-attendance of children in schools so there is needs to be a focused on teachers and their development activities also. It is the teacher who can make available a healthy atmosphere favorable to learning.

A study conducted by Bhargava (2010) on Right to Education Act 2009: some rights and some wrongs. This Act and its rules and regulations are intended not to work. We should be familiar with that if we do not obtain suitable care of school education, agriculture and left wing extremism and all the three are related we may be making conditions that would give confidence for internal uproar.

Jackson & Allan (2010) conducted a study on fundamental elements in examining a child’s RTE: a study of home education research and regulation in Australia. In Australia education is witness as a human right. The law in Australia plays a vital role in defensive such a right. All the jurisdictions endow with for compulsory education. The accountability for selecting where and how that education takes place then falsehood with parents and their children. The law make easy such choice by be familiar with home education as a lawful way to meet compulsory education requirements and needs of the present day.

Conducted a study by Lakshami (2010) on utilities of Right to Education. It is an emphasis that the Right to Education should be put into practice with the public courage as well as the intention of government. It must be enthusiastic then the Right to Education will be fruitful and meaningfull. Resercher also frazzled that the awareness of the Right to Education should be compulsory.

Mehta & Kapoor (2010) conducted a study on implementing RTE Act. The both writers highlighted a variety of issues in the context of implementation and responsibility of government. The researcher argued that India was facing different types of problems so that it appear very difficult to work in a appropriate direction and place but the stipulation of School Management Committee (SMC) is a landmark in the direction of parents’ participation in pronouncement regarding good and quality education. So the Right to Education is a better stride towards achieving MGDs’ objectives.
Mittal and Shah (2010) wrote on “Reservation in Private Schools under the Right to Education Act: Model for Implementation” Section 12 of the Right of Children to Free and Compulsory Education Act, 2009 (the Act) has made it compulsory for every private unaided school to admit at least 25% of its entry level class from children belonging to weaker and disadvantaged groups. For this category of students, the state government will reimburse schools an amount equal to either the fees charged by the school or the per child expenditure in state schools, whichever is lower. Through this document, the Centre for Civil Society seeks to highlight the lacunae in the current framework for 25% reservation for weaker and disadvantaged groups in unaided private schools and seeks to provide inputs on effective implementation of the same.

Rai and Rana (2010) conducted a study on RTE in India and researcher mentioned that the government has taken a number of initiatives to understand its goal of achieving utmost literacy in the State. But these norms and standards should be correctly executed and pursued by all in order to make India a completely literate and developed State.

Reddy & Sinha (2010) studied on “School Dropouts or Push outs?”, and found the followings. Overcoming Barriers for the Right to Education-Dropping out of school usually implies the inability of children to continue in school for some reason. Most often the child, his/her family circumstances or macroeconomic factors are considered to be responsible for them dropping out. In perceiving it as such, the emphasis is on the inability of children to continue in school. On the other hand, if the issue is seen as children being ‘pushed out’ of school, then the onus of responsibility is on the system to ensure that they stay in school. The teachers need to be included in the process of data collection and encouraged to report correctly. It is only by focusing on the school and school data, that correct information about children in and out of school, can be identified. Data at the moment involves entering the names of children in the attendance register, rather than those children who actually attend school.

Singh (2010) studied on “Right to Education and Right to Educate: A Study of the Impact of Right to Education Act on Unrecognized Schools in Delhi.” The paper examined the status of unrecognized schools after the implementation of the Right of Children to Free and Compulsory Education Act (RTE Act). Field visits were conducted in recognized and unrecognized schools in Shahadara to gather information about which of State norms and the RTE norms could not be met. These were land norms, teacher
salary and the playground requirement for all schools and additionally, teacher salary for the unrecognized schools. While the schools might not meet any of these norms, parents continue to send their children to unrecognized schools. They preferred to government schools as charged a lower fee than the recognized ones. Group discussions with teachers from these schools also showed that they were passionate about teaching children to the best of their ability. The paper argues that while it is good to provide recognition and make every school meet a certain minimum standard, the regulations should not be such that every unrecognized school would face closure. If the schools need to survive without assistance, there has to be a concession in space requirement, adjustment of teacher salary with a fee- even if not completely market driven, a greater number of teacher training center and reconsideration of playground norms.

**Buragohain (2009)** understanding of poverty and student dropout in Orissa. The study found out that Odisha has a specific problem of school dropouts, as about 48 percent of children dropout from class 1-3, without learning something to label them as literate. The dropout rate is high where the population of SCs/ STs Categories is high. About 17% of children stated poverty to be the main reason for dropping out. More than one-third of students cited the dropout reason for as household activities. The school is very far and unaware of benefit from education are some important reasons for children dropping out from elementary level schools.

Conducted study by **Jain & Dholakia in the year 2009** on the feasibility of implementation of RTE, Act, 2009. The researcher squabbles that even an allocation of six percent of the gross domestic merchandise to the education budget would not be enough to funding the universal school education in anticipation of the very far-flung future if the government school system is used as the only device. The only one way to meet the RTE compulsion is to rely on inexpensive private schools as a important appliance for the government education policy. On the converse, the Right to Education proposed bill commence provisions that would go up against low-cost private schools. So the legislation for the Right to Education, Act needs to be changed and enclosed with specific provisions for PPP i.e., Public Private Partnership.

**Malik and Mohanty (2009)** a study in Balasore district of Odisha. Primary data was collected from 600 households. The study found that children belonging to chronologically poor, irrespective of caste, are more likely to be out of school. About
32% children in the school going age and belonging to chronic poor families are currently not attending school compared to 18% among poor and 7% among non-poor.

A study conducted by Rangaraju (2009) on the devil is in the details where the researcher affirmed that RTE is good tool for Indian society. But it is like that the government will take up a method of calculation that will result in a lesser per child spending figure which would stimulate it to be deceitful in its calculations and the problems of governance and implementation is also big confront before it. So there should be candor in the mind of the all administrator.

A study conducted by Govinda & Bandyopadhyay in the year 2008 on access to elementary education in India Country analytical review. The Sarva Shiksha Abhiyan (SSA), the main medium for elementary education development in the country is totally focused on an integrated programme which interconnections with many inputs flowing through a number of constituent activities. The awareness among teachers and parents is more essential to attain the main dictum of elementary education. The way of thinking that all component activities are intended and integrated into a standpoint plan for each district our country. The basis of such district plans that considerable amounts of finance are exhausted in every district. Research questions in this gaze at include (1) what efforts have been made to trail cumulative change and improvements in the districts, some of which have received financial hold up for nearly a decade under District Primary Education Program and Sarva Shiksha Abhiyan? Do the district plans for consecutive periods reflect the changed realities in quantity and the quality of elementary education at the district level? Such analyses will be particularly significant to considerate the educational conditions and processes as they unfurl in each district, and to fit in the lessons up-and-coming from them into the plan of subsequent annual and long term district plans.

Acharya (2007) The data was collected through interviews with students, parents, teachers, government schools head teachers, public school principals, school management members, PTA members, SSA functionaries with the objectives to examine the problems of enrollment and retention of students of primitive tribes and to suggest measures to improve enrollment, retention and achievement level of students of belonging to primitive tribes. They found that most of the tribal schools were single teacher schools and were held either in thatched huts or in open spaces. Pupil-teacher ratio was very high and attendance rate was low. Schools lacked a systematized and
suitable curriculum, relevant to their lifestyle. Parents had little faith in education. Teachers lacked proper training to influence the tribal students.

IMS (2007) main objectives of the study were to ascertain the physical facilities and academic resources provided to the schools for quality improvement; to study how the formal administrative agency of education is responsible for the quality improvement in schools etc. The study was conducted in districts Balasore and Sundergarh of Odisha. The survey was conducted in 2 blocks of each district. Data was collected through questionnaires from head teachers, CRCCs and BRCCs, VEC chairpersons/ members through informal discussions. It was found that major problems faced by VECs in school were a shortage of classrooms, and teachers, delay in supply of textbooks & TLM, lack of boundary wall and a shortage of funds. Lack of cooperation from higher authorities, financial problems, illiteracy among parents, irregular attendance of members in meeting and lack of supervision by authorities were some of the weakness according to the VEC members.

Mishra (2007) the study was undertaken in three districts of Odisha i.e. Balasore, Kandhamal, and Koraput. Data was collected through questionnaires and interviews of students, coordinators, teachers/ instructors of model cluster schools.

The main findings of the study were the number of working days of the sampled MCSs in the last academic year varied from 214 to 224 days. TLE was supplied to all sampled schools of Nilgiri of Balasore district and both blocks of Koraput but in Kandhamal district, it was not so. Library books on different subjects were procured and distributed among girls of MNCs. District wise break up indicated that distribution of library books was unequal in the sampled blocks. Pattern of fund utilization was satisfactory in Balasore district and not up to the mark in Kundra block of Koraput districts

Niranjanaradhya&Kashyap (2006) conducted a study on the fundamentals of the Fundamental Right to Education in India and it have momentarily traced the stipulate for Free and Compulsory Education (FCE). They reported that starting from the period around the freedom struggle, there has been a consistent demand for FCE. The Constitution originally provided for FCE as a Directive Principle of State Policy, and now provides for a fundamental right to FCE, ‘as the State by law determines.’ Both the Central and States government have Concurrent legislating powers under the
Constitution with respect to education. Nonetheless in order to keep up uniform standards across India and to create a common language and its’ basically very important to endorse emaciated central level legislation in such a move that it allows room for local need based novelty.

Das (2006) the study was limited to two tribal (Koraput, Gajapati) and two nontribal (Balasore, Jajpur) districts of Odisha. Both primary and secondary data was collected from these four districts. In the study, it was observed that EGS centers in all four districts were suffering from common problems which included lack of sitting space for children, inadequate funds, late release of funds, inadequate TLM and study materials, sub-standard quality of MDM. In most of the EGS centers run by NGOs, Education volunteers (EVs) were not paid their honorarium regularly. Training to EVs was inadequate. Monitoring and evaluation of the EGS needed further strengthening.

OPEPA (2005) the Odisha Primary Education programme Authority had conducted a household survey in the month of October 2005, in which all households were covered and information related to 0-14-year-old children was gathered. The survey revealed that 93,008 boys and 94,854 girls dropped out from school in the age-group of 6-14 years. About 17% among boys and an equal percentage of girls reported poverty as the reason for drop out from schools.

Mallik (2001) found that the physical conditions like unsatisfactory school infrastructure, lack of proper transportation facility, unattractive school environment, and lack of security; social factors like unsatisfactory functioning as PTA, MTA, lack of parents consciousness, interest and attitude, homesickness of children; economic factors like poverty, supplementing income of the family, administrative factor like irregular recruitment of teachers, recruitment of untrained teachers and irregular supply of textbooks are some of the major constraints of Primary Education in the district.

2.3 Overview

The review of the related literature shows that research in the Right to Education is very new in India. In a new Act anticipation passed in the parliament teaching society has so many and trepidation about the act and the attitude and awareness will be decisive in the successful implication of the act. Most of the studies found are examined the level of awareness of HMs, teachers, parents, SMC members and students about the different provisions of the Act and reported that all the
stakeholders are not fully aware of Act. Some of the investigators have attempted to study the status of implementation of the Act in different states and local schools. No study found that was conducted in Jharkhand state. This context motivated the investigator to cram of the status of implementation of the Right of Children to Free and Compulsory Education, Act, 2009 in the State of Jharkhand.