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Inclusion of deprived children in recognized private schools of Bihar under the RTE Act 2009

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Abstract

The RTE Act 2009 is one of the landmarks in history of Indian education. The main purpose of the act is to provide quality Elementary education to all children between age group of 6-14 years. The implementation of the act is one of the recent research interests in Indian education. The present study has tried to find out the level of inclusion of deprived child in private schools under RTE Act 2009 and problems faced by schools, children and parents regarding this. To find the facts regarding inclusion of deprived children in the schools, 5 teachers, 20 children and 20 parents of the children from each school including with different stakeholders such as Education Officials, Local Bodies Government, NGOs etc have been involved by researcher. The study indicated that RTE children are not able to cope with their classmates in terms of academics. The result of the study revealed that no proper or adequate measures were taken by the government effectively to operationalize the provision of admission of deprived children in private schools under section 12(1)(C) of RTE Act. The major challenges faced by the schools to the parents are the adjustment of the children with others students of the schools, transaction of curriculum and classroom behavioral issue with the children admitted under 25% provision and classroom management.

Keywords: Deprived child, RTE act 2009, recognized private school

Introduction

The RTE Act 2009 is one of the landmarks in history of Indian education. The main purpose of the act is to provide quality Elementary education to all children between age group of 6-14 years. The implementation of the act is one of the recent research interests in Indian education. Many scholars and educationist have worked on the RTE Act 2009 since its inception in India. The Indian elementary education system has been successful to some extent in achieving higher levels of funding, access, enrolment and infrastructure. However, high drop-out rates, low attendance, universal, equitable and quality elementary education for all continue to be a challenge. The RTE Act is a path breaking Act in the history of Indian Education towards providing quality elementary education to all, it is not without loopholes. The Right of Children to Free and Compulsory Education Act or Right to Education, is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. Deprived child means child belonging to disadvantaged group and weaker section. Section 2(d) of RTE Act 2009 defines "Child belonging to disadvantaged group" as a child belonging to the schedule caste, the scheduled tribe, the socially and educationally backward class such other group having disadvantages owing to social cultural, economic, geographical, linguistic, gender or such other factor as may be specified by the appropriate government by notification; According to section 2(e) of the "Child belonging to weaker section" means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate government by notification. Recognized private schools is defined as an unaided school not receiving any kind of aid or grant to meet its expenses from the appropriate government or the local authority and having recognition from Central Board of Secondary Education (CBSE). Council for the Indian School Certificate Examination (ICE), Bihar School Examination Board (BSEB).

Rationale and significance of the study

The rationale of the proposed study is to understand the way in which the provision of inclusion of deprived children in recognized private schools have been implemented in Bihar.

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Media has often highlighted various issues and challenges that private schools, government, parents and children are facing but none of these reports were comprehensive and balanced but helped the investigation to understand the significance. Also, there was little research presenting an analytical picture of what this provision is actually doing to the private schools and the government, apart from the children and families who are supposed to be beneficiaries. This proposed study has been planned to undertake to fill in what void and explore the status of inclusion of the deprived children in private unaided schools of Bihar. The purpose is also to identify issues that required policy clarity, consensus and action. A review of officials' website of education department of Bihar provides little information on section 12(1) (c) of the RTE Act 2009. The investigator could not procure adequate information from the education department of Bihar government regarding inclusion of deprived children in private schools. So far, no study has been undertaken on the inclusion of deprived children in private unaided schools under RTE.

Objectives of the Study

The research objectives of the proposed study are as follows:

1. To assess the extent to which the provision of inclusion of 25% deprived children have been operationalized through administrative measures.
2. To examine the structure function and process of administrative set up responsible for the implementation of the provision.
3. To identify the process followed by different schools for admitting 25 percent deprived children under RTE Act.
4. To identify the problems faced by the children and parents during admission in private schools under the said provisions of RTE Act.
5. To identify the problems faced by the private schools in admitting and providing free education to the deprived

children under the said provision of RTE Act.

Research Questions

1. What is the level of adequate clarity and accessibility of the norms laid out by the government for enabling the implementation of the said provision?
2. How has the administrative machinery mediated this statutory obligating into practice?
3. What measures were taken or required to be taken by the government to effectively operationalize the provision of admission of deprived children in private schools under section 12(1)(C) of RTE Act and implement it?
4. What are the problems faced by the children and parents during admission in private schools under the said provisions of RTE Act?
5. What are the problems faced by the private schools in admitting and providing free education to the deprived children under the said provision of RTE Act with regard to the government?

Procedure of the Study

In the present research, the researcher has selected descriptive research design. It is basically used to describe present situation and conditions that exist, opinions that are held, processes that going on, effects that are evident or trends that are developing all recognized private school of Bihar has been identified as the population of the study. Simple random sampling technique was used to obtain the representative sample in the research. Four districts having highest concentration of recognized private schools have been selected. Four districts Patna, Nawada, Gaya, Muzaffarpur were selected purposively from thirty-eight district of Bihar. To find the facts regarding inclusion of deprived children in the schools, 5 teachers, 20 children and 20 parents of the children from each school including with different stakeholders such as Education Officials, Local Bodies Government, NGOs etc have been involved.

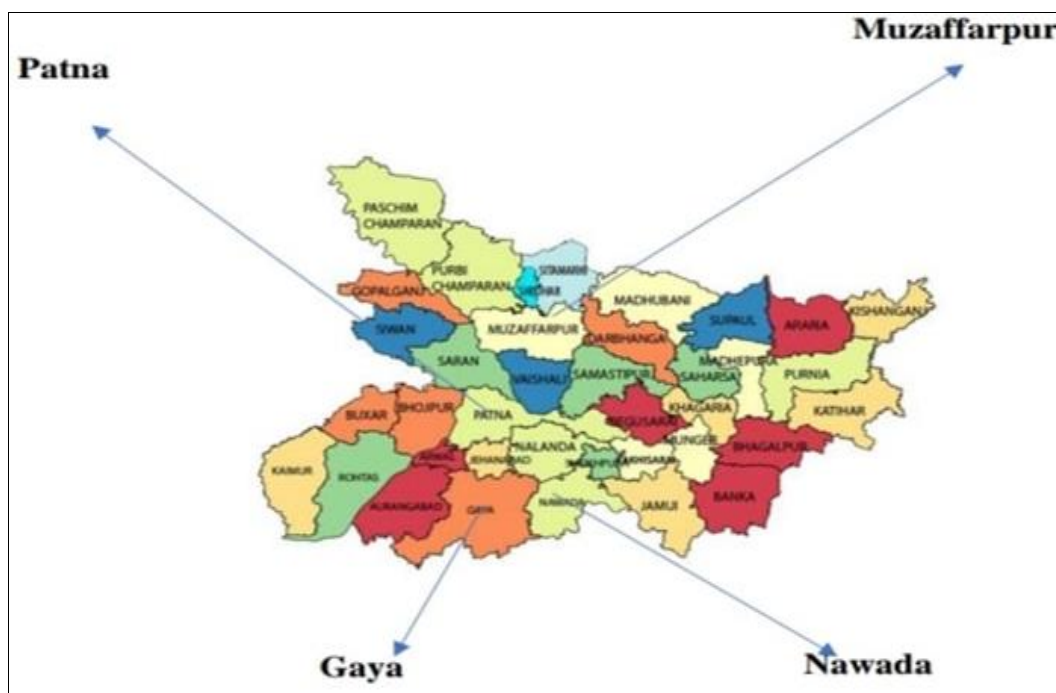


Fig 1: Four districts Patna, Nawada, Gaya, Muzaffarpur were selected purposively from thirty-eight district of Bihar

The overall representative sample was shown in the table as follows.

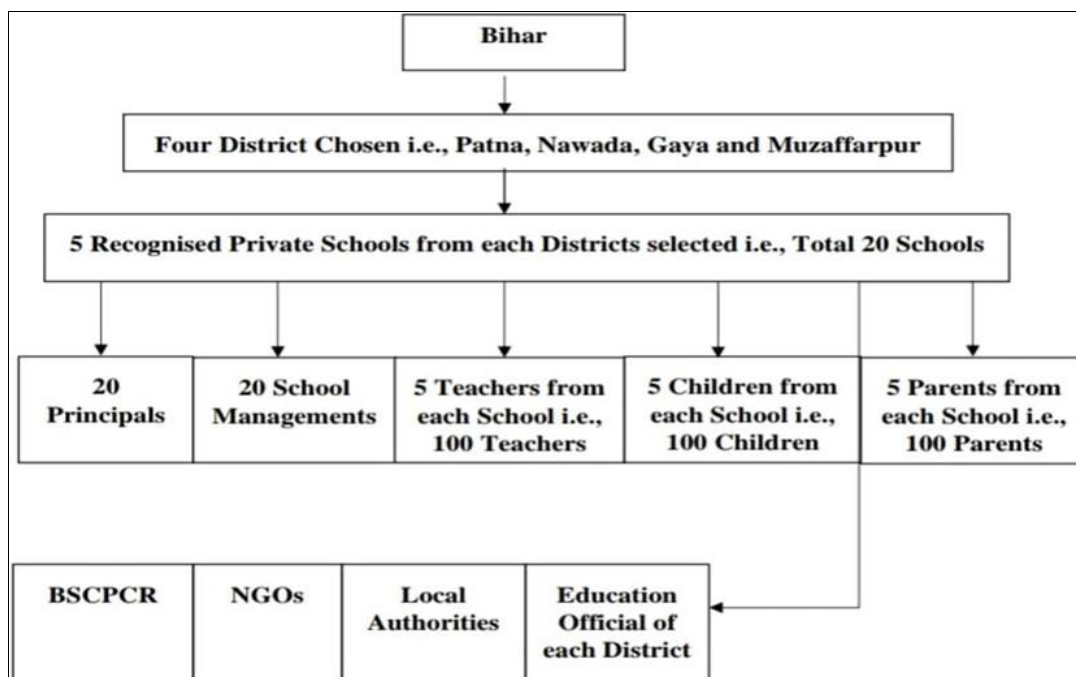


Fig 2: Sampling design

Research Tool

During the whole research procedure, any type of the test can be applied whether it is self-made or standardized by the

any individual/institutions. In the present study, an interview schedule was used to collect the data.

Table 1: Distribution of items of interview schedule

S. No.	Dimensions	Item Number	Total No. Items
1.	Personal Information	i-vi	09
2.	Information regarding Awareness of RTE Act 2009	1-4	04
3.	Operationalization of the Provision of Inclusion of 25% deprived Child	5-8	04
4.	Functions and Process of Administrative Set Up for the Implementation of the RTE Act.	9-11	03
5.	Process followed by the school to Admit 25% Deprived Children under RTE Act.	12-14	03
6.	Problems faced by the Deprived Children and their Parents in Getting Admission in the School.	15-19	05
7.	Nature of Inclusion under the 25% Provision in the School.	20-23	04
8.	Problems Faced by the School in Implementation the 25% provision of the RTE Act.	24-30	07
Total			30

Analysis of Data: According to nature of data and purpose of the study, qualitative analysis has been done on the response of the different stakeholders regarding the Inclusion of Deprived Children in Recognized Private Schools of Bihar under the RTE Act 2009.

Research Question No. 1: What is the level of adequate clarity and accessibility of the norms laid out by the government for enabling the implementation of the said provision?

Findings: The adequate clarity and accessibility of the norms laid out by the government for enabling the implementation have been drawn on the basis of response of the Teachers, Parents, Children, NGOs, Principals, School Management and State, District and Block level Education Officials. Total Number of admitted children under 25% provision of RTE Act in last five year in 20 schools of four district is 518 which is 16.19%. It shows that the admission under 25% provision is not adequate manner. The percentage of admitted children in under 25% provision in 2020 of the Patna, Gaya, Muzaffarpur and Nawada are 18%, 14%, 14% and 13% respectively. The highest percentage

belongs to Patna district but this percentage is not as per the provision. The result of the study revealed that the number of admitted students in last five years gradually increases and this is a positive sign of the implementation of RTE Act.

Research Question No. 2: How has the administrative machinery mediated this statutory obligating into practice?

Findings: Majority of the teachers i.e., 81% reported that the implementation of the RTE and its provision is not as per rule and guidelines provided the State Government. Few of them i.e., 17% responded that the RTE and its provision has been implemented in private school but there should be some monitoring mechanism to follow up of the transparency in admission procedure. Rest of the teachers have no response. Maximum number of teachers i.e., 89% reported that RTE and its provision is not fulfilling its purpose on ground level. They have also reported that the provision of RTE is completed on paper. 09% of the teachers agreed with this point that the provision of RTE serving the purpose for which it is formulated. Majority of

the teachers i.e., 76% responded that no specific measures have been taken by them to facilitate children's inclusion under RTE 25% provision in the school but some of the teachers i.e., 21% reported that the awareness programme regarding information related to 25% provision under RTE, has been organized by them for those students and parents which comes under this category. Majority of the teachers i.e., 81% reported that the implementation of the RTE and its provision is not as per rule and guidelines provided the State Government. Few of them i.e., 17% responded that the RTE and its provision has been implemented in private school but there should be some monitoring mechanism to follow up of the transparency in admission procedure. Rest of the teachers have no response. Maximum number of teachers i.e., 89% reported that RTE and its provision is not fulfilling its purpose on ground level. They have also reported that the provision of RTE is completed on paper. 09% of the teachers agreed with this point that the provision of RTE serving the purpose for which it is formulated. Majority of the teachers i.e., 76% responded that no specific measures have been taken by them to facilitate children's inclusion under RTE 25% provision in the school but some of the teachers i.e., 21% reported that the awareness programme regarding information related to 25% provision under RTE, has been organized by them for those students and parents which comes under this category. Majority of the Parents and Students are not aware about the status of implementation of RTE and its provision but 90% of them reported that the implementation of the RTE and its provision is not as per rule and guidelines provided the State Government. Few of them i.e., 08% responded that the RTE and its provision has been implemented in private school but there should be some monitoring mechanism to follow up of the transparency in admission procedure. Rest of the Parents and Students have no response. Maximum number of Parents and Students i.e., 91% reported that RTE and its provision is not fulfilling its purpose on ground level. They have also reported that the provision of RTE is completed on paper. Only 04% of the Parents and Students agreed with this point that the provision of RTE serving the purpose for which it is formulated. Majority of the School Management Officials i.e., 77% reported that the implementation of the RTE and its provision as per rule and guidelines provided the State Government. Few of them i.e., 19% responded that the RTE and its provision has been implemented in private school but there are so many challenges in implementation due to unavailability of clear guidelines and provisions. Rest of the School Management have no response. Maximum number of School Management Officials i.e., 61% reported that RTE and its provision is fulfilling its purpose on ground level. They have also reported that the provision of RTE is implemented in proper manner in their schools. 37% of the School Management Officials agreed with this point that the provision of RTE is not serving the purpose for which it is formulated. Majority of the School Management Officials i.e., 83% responded that specific measures i.e., awareness camp, advertisement specially for admission in this category, communicating the other information to all stakeholders etc. have been taken by the schools to facilitate children's inclusion under RTE 25% provision in the school but some of the School Management Officials i.e., 11% reported that no such type of measures have been taken with this regard. Majority of the Principal i.e., 59% reported that the implementation of the RTE and its provision as per rule and guidelines provided the State Government. Few of them

i.e., 33% responded that the RTE and its provision has been implemented in private school but there are so many challenges in implementation due to unavailability of clear guidelines and provisions. Rest of the Principal have no response. Maximum number of Principal i.e., 53% reported that RTE and its provision is fulfilling its purpose on ground level. They have also reported that the provision of RTE is implemented in proper manner in their schools. 41% of the principals agreed with this point that the provision of RTE is not serving the purpose for which it is formulated. Majority of the Principal i.e., 74% responded that specific measures i.e., awareness camp, advertisement specially for admission in this category, communicating the other information to all stakeholders etc. have been taken by the schools to facilitate children's inclusion under RTE 25% provision in the school but some of the principals i.e., 23% reported that no such type of measures have been taken with this regard. Majority of the State, District and Local Level Education Officials i.e., 80% responded that a lot of measures i.e., awareness camp, monitoring committee, advertisement specially for admission in this category, communicating the other information to all stakeholders etc. have been taken by the them to facilitate children's inclusion under RTE 25% provision in the school but some of the State, District and Local Level Education Officials i.e., 10% reported that steps which have been taken by this officials have no impact on the private school because school management ignored their instructions due lack of clear guideline of this act.

The result of the study revealed that the less administrative measures have been practiced to implement the RTE Act.

Research Question No. 03: What measures were taken or required to be taken by the government to effectively operationalize the provision of admission of deprived children in private schools under section 12(1)(C) of RTE Act and implement it?

Findings: Majority of the State, District and Local Level Education Officials i.e., 80% responded that a lot of measures i.e., awareness camp, monitoring committee, advertisement specially for admission in this category, communicating the other information to all stakeholders etc. have been taken by the them to facilitate children's inclusion under RTE 25% provision in the school but some of the State, District and Local Level Education Officials i.e., 10% reported that steps which have been taken by this officials have no impact on the private school because school management ignored their instructions due lack of clear guideline of this act. Majority of the Authority of Local Bodies i.e., 90% responded that no specific measures have been taken by them to facilitate children's inclusion under RTE 25% provision in the school but some of the Authority of Local Bodies i.e., 10% reported that if any parents or students come to them then initiations have been taken by them but it is only limited to the school level. Authority of Local Bodies responded that they never feel that there is any need to take any specific measures to facilitate the children's inclusion under RTE 25% provision in the school. Majority of the NGOs i.e., 47% responded that no specific measures have been taken by them to facilitate children's inclusion under RTE 25% provision in the school but some of the NGOs i.e., 37% reported that the awareness programme regarding information related to 25% provision under RTE, has been organized by them for those students and parents which comes under this category. Majority of the Principal i.e., 74% responded that specific

measures i.e., awareness camp, advertisement specially for admission in this category, communicating the other information to all stakeholders etc. have been taken by the schools to facilitate children's inclusion under RTE 25% provision in the school but some of the principals i.e., 23% reported that no such type of measures have been taken with this regard. Majority of the School Management Officials i.e., 83% responded that specific measures i.e., awareness camp, advertisement specially for admission in this category, communicating the other information to all stakeholders etc. have been taken by the schools to facilitate children's inclusion under RTE 25% provision in the school but some of the School Management Officials i.e., 11% reported that no such type of measures have been taken with this regard. Maximum number of Parents and Students i.e., 91% reported that RTE and its provision is not fulfilling its purpose on ground level. They have also reported that the provision of RTE is completed on paper. Only 04% of the Parents and Students agreed with this point that the provision of RTE serving the purpose for which it is formulated. Majority of the teachers i.e., 76% responded that no specific measures have been taken by them to facilitate children's inclusion under RTE 25% provision in the school but some of the teachers i.e., 21% reported that the awareness programme regarding information related to 25% provision under RTE, has been organized by them for those students and parents which comes under this category. The result of the study revealed that no proper or adequate measures were taken by the government effectively to operationalize the provision of admission of deprived children in private schools under section 12(1)© of RTE Act.

Research Question No. 04: What are the problems faced by the children and parents during admission in private schools under the said provisions of RTE Act?

Findings: Majority of the Parents and Children i.e., 87% responded that the lack of information and knowledge regarding RTE Act, inadequate guidelines, will power of school administration, proper propagation of this scheme, proper monitoring of its implementation and vague admission process are key challenges in operationalization of RTE. Few of the Parents and Children i.e., 14% reported that the approach to the private school is a major challenge for them. Rest of them have no response. Majority of the teachers i.e., 78% responded that the inadequate guidelines, will power of school administration, proper propagation of this scheme, lack of awareness of parents regarding RTE Act, proper monitoring of its implementation and financial reimbursement by government to the school are key challenges in operationalization of RTE. Few of the teachers i.e., 17% reported that the financial loss of the schools is a major challenge for it. Rest of them have no response. Majority of the School Management i.e., 71% responded that the inadequate guidelines, proper propagation of this scheme, lack of awareness of parents regarding RTE Act, and financial reimbursement by government to the school are key challenges in operationalization of RTE. Few of the School Management i.e., 24% reported that the financial loss of the schools is a major challenge for it. Rest of them have no response. Majority of the Principals i.e., 69% responded that the inadequate guidelines, lack of interest of school management, proper propagation of this scheme, lack of awareness of parents regarding RTE Act, lack of monitoring mechanism and financial reimbursement by

government to the school are key challenges in operationalization of RTE. Few of the Principals i.e., 19% reported that the financial loss of the schools is a major challenge for it. Rest of them have no response. Majority of the NGOs Officials i.e., 78% responded that the inadequate guidelines, lack of interest of school management, proper propagation of this scheme, lack of awareness of parents regarding RTE Act, lack of monitoring mechanism and financial reimbursement by government to the school are key challenges in operationalization of RTE. Few of the NGOs Officials i.e., 16% reported that the financial loss of the schools is a major challenge for it. Rest of them have no response. Majority of the Authority of Local Bodies i.e., 81% responded that the inadequate guidelines, lack of interest of school management, proper propagation of this scheme, lack of awareness of parents regarding RTE Act, lack of monitoring mechanism and financial reimbursement by government to the school are key challenges in operationalization of RTE. Few of the Authority of Local Bodies i.e., 14% reported that the arbitrary nature of school management is a major challenge for it. Rest of them have no response. Majority of the State, District and Block Level Education Officials i.e., 67% responded that the inadequate guidelines, lack of interest of school management, proper propagation of this scheme, lack of awareness of parents regarding RTE Act, lack of monitoring mechanism and financial reimbursement by government to the school are key challenges in operationalization of RTE. Few of the State, District and Block Level Education Officials i.e., 28% reported that the arbitrary nature of school management is a major challenge for it. Rest of them have no response.

The result of the study revealed that there are a lot problems which have faced by the children and parents during admission in private school under 25% provision. But it is also found out that the maximum problems which faced by the parents and children is due to lack of awareness regarding this scheme.

Research Question No. 05: What are the problems faced by the private schools in admitting and providing free education to the deprived children under the said provision of RTE Act?

Findings: The major problem faced by the private schools in admitting and providing free to the deprived children under said provision of RTE Act to the government is the financial reimbursement of the tuition fee which has not taken by the said category students. But there are a lot of issues which have been drawn from the responses of the different stakeholders. Majority of the teachers i.e., 71% replied that no tuition fee has been taken by the schools to the children which have admitted under the 25% provision but other type of fee such school developmental fee, laboratory fee, sports fee and some miscellaneous fee has been by the school. Some of the teachers i.e., 26% reported that all type of fee has been taken by the school to the children at the time of admission with the assurance that if government reimburse the tuition fee, then fee will be returned or adjusted in next year. Rest of the teachers have no response. Majority of the Principals i.e., 79% replied that no tuition fee has been taken by the schools to the children which have admitted under the 25% provision but other type of fee such school developmental fee, laboratory fee, sports fee and some miscellaneous fee has been by the school. Some of the Principals i.e., 17% reported that all type of fee has been taken by the school to the children at the time of

admission with the assurance that if government reimburse the tuition fee, then fee will be returned or adjusted in next year. Rest of the teachers have no response. Majority of the Principals i.e., 89% responded that the demands of schools are basically around the financial reimbursement and autonomy in admission process. There are some more demands i.e., clear guidelines and instructions regarding admission under 25% provision. Few of the Principals i.e., 08% reported that after the financial demands, schools want to cooperation of different stakeholders in implementation of RTE Act. Rest of them have no response. Majority of the teachers i.e., 82% responded that the demands of schools are basically around the financial reimbursement and autonomy in admission process. There are some more demands i.e., clear guidelines and instructions regarding admission under 25% provision. Few of the teachers i.e., 15% reported that after the financial demands, schools want to cooperation of different stakeholders in implementation of RTE Act. Rest of them have no response. Majority of the Principals i.e., 76% reported that problems of inclusion under 25% provision have been faced by them in terms of adjustment of children. The children belong to 25% provision feels difficulties in adjustment due to environment, rule and regulations of the schools. Few of them i.e., 22% replied that the problem of inclusion under 25% provision has not faced by them in terms of Adjustment of Children. Rest of them have no response. Majority of the Principals i.e., 91% responded that no such type problem has been faced by them in assessment of children's learning which comes under 25% provision. Rest of them have no response. Majority of the Principals i.e., 68% reported that problems of inclusion under 25% provision have not been faced by them in terms of Classroom management and behavioral issue. But some of the principals i.e., 31% responded that they faced a lot of problems of inclusion under 25% provision in terms of classroom management and behavioral issue such that the language of children, living style, habits of the children etc. Rest of them have no response. Majority of the Principals i.e., 83% reported that problem of inclusion under 25% provision has not been faced by them in transaction of curriculum. But some of them i.e., 11% responded that problems of inclusion under 25% provision have been faced by them in transaction curriculum such that children belong to under 25% provision are not at par according to class.

The result of the study revealed that the major challenges faced by the schools to the parents are the adjustment of the children with others students of the schools, transaction of curriculum and classroom behavioral issue with the children admitted under 25% provision and classroom management.

Conclusion and Discussion

The present study analyzed the 25% provision of RTE Act for disadvantaged and weaker sections of the society in private schools under the RTE Act. It studied the benefits, challenges, feasibility of the reservation and the views of the stakeholders, namely management representatives of private schools, teachers in private schools, parents of children who admit their children in private schools under the 25% reservation quota and RTE children in private schools. Children who come for admission in private schools should be rightfully treated and given admission if they qualify. Malpractice and discrimination should be curbed. Teachers should be sensitive towards the RTE children and their needs i.e., individual attention, remedial help after classes

and bilingual teaching. The teacher must also ensure and monitor peer interaction. The school and government should take steps towards sensitizing the teachers and other school staff towards accepting and treating the RTE children equally as the non RTE children. The study indicated that RTE children are not able to cope with their classmates in terms of academics. Evaluation system in CBSE schools is such that no child can be detained. This acts as a barrier in achieving the primary aim of the act which is education for all. Education is merely represented by the marks that a student obtains but not by the quality of it. The RTE children are not able to obtain good marks. They need help after school hours so that they can come up to the expected level. The lack of a proper foundation and medium of instruction prove to be a major problem for the RTE children to understand the lessons taught in class. To overcome this problem, the school and teachers could work together to provide the necessary help to these children to cover the gaps.

Every society has the responsibility to protect the wellbeing of the children in context of universal elementary education. The Right to Education Act (RTE Act) plays an important role in achieving universalization of elementary education in India. The Act was passed in 2009, but after 11 years, no tremendous changes occurred in the elementary education. More insight is needed for creating framework, action plan, experiments as well as creating the structures for enabling environment both at the center and the states; enabling the involvement of teachers, parents, elders, community leaders, and society collectively for proper implementation of Right to Education Act throughout the country. A legal right is only the beginning of a long journey towards its realization. There are a number of teachers to be crossed along the way.

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