

CHAPTER 2

REVIEW OF RELATED LITERATURE

In the present chapter, researcher has presented a review of literature on participation of the beneficiaries of RTE Act, 2009. The researcher reviewed studies covering different aspects related to present study from online platforms and repositories of researches like Shodhganga, ResearchGate, and Academia as well as visiting renowned libraries of Vadodara – Hansa Maheta library and Center for Advance Studies in Education of Maharaja Sayajirao University and access to different libraries was taken through Central Library of Navrachana University. The studies related to implementation of RTE Act, 2009 and its challenges and issues were found in abundance and some of these are included in the present chapter. The studies exclusively and explicitly related to the participation of beneficiaries of RTE Act, 2009 could not be identified and accessed by the researcher. Since RTE Act is a new initiative, it is important to develop comprehensive understanding about it from the time it was implemented. Thus, some studies which were conducted in 2010, almost a decade ago, have been introduced in the review though these may not fulfill the recency criteria for review.

The studies on RTE are about implementation, challenges with aspect of beneficiaries, teachers' role, peers' role, socio-economic profile of the parents of the RTE beneficiaries. In order to derive a focused understanding of the RTE Act, then, all the studies related to RTE are presented in one group.

To broaden the understanding about the participation of beneficiaries, studies related to teachers' role, peers' role, parents' socio-economic status, in general and not specific to RTE are presented in another group.

Also, the studies on implementation of RTE Act covered aspect of participation in partial manner. Keeping in view the objectives of the study in focus, the studies chapter are organized in two sections.

- Researches providing understanding on RTE Act about implementation, challenges with aspect of beneficiaries, teachers' role, peers' role and socio-economic profile of the parents of the RTE beneficiaries
- Researches offering understanding of studies related to teachers' role, peers' role, parents' socio-economic status, in general and not specific to RTE

The review of related researches is presented below.

2.1 Studies offering understanding on RTE about implementation, challenges with aspect of beneficiaries, teachers' role, peers' role, socio-economic profile of the parents of the RTE beneficiaries

Iftikhar (2020) conducted a study to understand the challenges involved in the implementation of the RTE Act. The research was carried out with the help of descriptive survey methods. A sample of 120 in-service teachers who teach in elementary schools in Nagaon Township was selected. Open-ended multiple-choice questionnaire was prepared for teachers to know about teachers' views and questions on the RTE Act, as well as the suggestions made by teachers with reference to the Act. The findings of the study revealed that there are no clear guidelines for teachers who play an important role in the implementation of the RTE Act. As enrollment increases, it is important to train teachers, management committees, and schools so that they have the resources to meet the needs of all children.

Ullas (2021) published a report from the Karnataka Assessment Authority in January that the academic achievement test used by the Class 4 Department of Education assessed 1,440 RTE children and 720 non-RTE children. Students were

tested in Kannada, English, Environmental Science (EVS), and math. Compared to RTE students, non-RTE students perform better on Kannada and EVS. This better performance in these two subjects was observed in the department of Belgaum. Interestingly, RTE students in the Bangalore branch outperform non-RTE students in math. According to the report, an analysis of the education and occupations of student parents shows that 25% of RTE slum quota have gone to be “deserving poor”. Furthermore, 48% of the children in the sample are girls. There are 27% SC / ST and 73% OBC in the sample. Even if children are exposed to the same environment at school, the home environment is different from RTE and non-RTE children. The former may not receive the kind of parental support that non-RTE students have in their studies.

Mokale (2020) conducted a study to understand the implementation of the 25% reservation policy of the "Right to Education Act" and its basic situation in private schools. The research is based on the perception, experience and understanding of the academic issues of RTE students. The researcher used narratives to see the experiences and opinions of his parents and teachers. The researcher employed semi-structured interview. Secondary data was collected from school records, books, journals, magazines, and relevant published reports etc. Students enrolled under the RTE 25% reservation policy belong to weaker and disadvantaged backgrounds. Students in these two sections are struggling academically. These students need special support to improve their skills and develop their abilities on a personal level. Most of them are first-generation students, so these students need time to adjust to the school environment. Therefore, we must not only pay attention to student enrollment under RTE's 25% reservation policy process, but also provide them with a quality education. In a fair environment, schools are equally important.

Kar (2019) conducted study on Right to Education (RTE) act, 2009 and its compliance in schools of Golaghat district of Assam. The study employed survey, descriptive research and convenience sampling. The final questionnaire has been prepared after including various compliances on the aspects of Pupil-Teacher Ratio, Infrastructure, Health and Hygiene and SMC training. The data collected was systematically tabulated and analyzed qualitatively. The findings of the study revealed that the majority of schools in Golaghat district have very less provision for visually impaired/ low vision children and children's magazines, newspapers and other kinds of books in the library are missing within the school premises. The lack of provisions of uninterrupted running water has proved to be a major hindrance in maintaining cleanliness and hygiene in the schools of the district. As far as other infrastructural conditions are concerned most of the schools surveyed lacks separate classrooms and basic facilities like separate rooms for the headmaster, staff room for teachers, computer room, sports equipment and space for assembly.

Rana (2018) conducted a study to find out the extent of implementation of Right to Education Act, 2009 in Chandigarh and Panchkula, as well as to know the awareness and expectations of the various stakeholders. The RTE study was conducted taking 300 parents whose children took admission through EWS quota in private schools. The study was an effort to collect factual information about the EWS Quota of the RTE Act 2009 as well as to acquire a rich account of knowledge of the observations of the stakeholders. Therefore, qualitative and quantitative both methods of data collection through personal visit had been applied. It had been found that though the EWS Quota aimed to benefit both economically weaker as well as socially disadvantaged categories but most of the beneficiaries were Scheduled Castes and only few beneficiaries were from general category. While examining the profile of EWS children, most of the EWS

children did not go to school before taking admission in the entry classes under the EWS Quota. However, the EWS children might have needed more academic support and non-discriminating atmosphere in order to adjust and excel. It was found in the study that most of the mother in EWS families were illiterate and it could be the major reason that the EWS children were dependent on tuitions for the home assignment.

Mohalik (2017) carried out the study to inspect the awareness, stages and problems related to the implementation of the RTE, Act, 2009 in the state of Odisha. The research is a descriptive survey. The data was collected from so many as possible in-service teachers teaching in primary Schools of Nagaon Municipal Board area. A questionnaire comprising of open objective questions was prepared for studying the views, challenges and suggestions of the teachers regarding RTE Act. The study found that the majority of head teachers and members of the school management committee were aware of the law on the right to education; the school also took the initiative for children with special needs by providing facilities such as a ramp, help and appliances, a wheelchair and specially trained teachers and home service to these children, also takes measures such as to develop training and evaluation modules for the admission of children from schools. All the members of the school, including the school head to the members of the SMC, are involved in the application of the various recommendations of the RTE Act, 2009.

Charu et al (2017) studied challenges of Right to Education Act, 2009 among Municipal Corporation Primary (MCP) School teachers of Delhi. The present research is a descriptive survey. The data was collected from 120 in-service teachers teaching in Municipal Corporation Schools of Delhi. A questionnaire comprising of open ended questions was prepared for studying the views, challenges and suggestions of the teachers regarding RTE Act. The data collected was systematically tabulated and

analyzed qualitatively. The findings of the study showed that there is a wide gap between policy interventions and how it is actually perceived and implemented in the field. Teachers, who are the frontline providers of the education services, were required to implement RTE Act about which they had no clear guide lines. There are no clear guidelines for the teachers who play an important role in the implementation of the RTE Act. This had a negative impact on the implementation of the Act.

Sethi & Muddagl (2017) conducted research to study the challenges of the Right to Education Act 2009 among teachers in Delhi MCP schools. The study is a descriptive survey. Data is collected from 120 in-service teachers who teach at the Delhi Municipal Corporate School. A questionnaire composed of open questions was prepared to study the opinions, challenges and suggestions of the professors about the RTE Act. The collected data is systematically tabulated and qualitatively analyzed. Research results show that there is a huge gap between policy interventions and their actual perceptions and implementation methods in the field.

Singh (2017) conducted a study to understand the implementation of the provisions of Gujarat's 2009 RTE Act. Normative surveys and in-depth research designs were adopted for the study. Intentional sampling was used to select districts and schools in Gujarat. However, stratified random sampling was used when selecting respondents. A total of 300 respondents from different groups were selected from a total sample of 30 schools in the state. In each region of Gujarat, a region has been selected. The findings of the study revealed that a small number of schools have unsatisfactory training materials for underage children in different classes. Most schools have ramps suitable for wheelchair users. Regular teachers have not received training in the disability field. Children with disabilities, especially visually impaired children, have not yet obtained separate teaching materials.

Bhattacharya & Mohalik (2015) studied the problems faced by members of the School Management Committee (SMC) in the implementation of the RTE Act of 2009. The survey was conducted through self-developed interviews with 50 SMC members in 10 schools primary. The study found that lack of interest in sending their children to school was the main problem in poor enrollment and quality of education. Teaching is an obstacle to providing a quality basic education and believe that the skills of teachers are insufficient. It is the main obstacle to the implementation of continuous comprehensive assessment in schools. 48% of SMC members believe that poor and illiterate parents' lack of interest is the main problem for attending SMC meetings, and 44% of SMC members believe that lack of awareness of SMC members is the main obstacle to school development. 34% of school board members believe that lack of funds is the main obstacle to the formulation of the School Development Plan 46. Therefore, it is necessary to establish different understandings of the 2009 "Right to Education Act" among the members of the school board. Management committee and parents/guardians. SMC members must actively participate in all school activities, such as identifying children for school, promoting enrollment, persuading parents to send their children to school, participating in and regularly discussing SMC meetings. Develop school infrastructure and maintain that teachers are regular and punctual.

Chaturvedi & Kuldeep (2015) conducted a study to address the challenges of implementing the provisions of the RTE Act and assess stakeholder awareness and actions taken for RTE students and parents. Due to the slowness of the government and its departments, discontent in certain aspects of society reportedly hampered the progress of the implementation of the RTE Act, and the implementation of the Act was not effective. The study also emphasized the urgent need to take appropriate measures to transform the adequate infrastructure, train regular teachers and appoint special

teachers, providing teaching materials, auxiliary tools and equipment appropriate to the nature and needs of each disability.

Bhattacharya (2015) conducted study on the role perception and role performance of the School Management Committee members toward the implementation of RTE Act, 2009. The investigator adopted Survey Method with the objective to examine role perception and role performance of SMC members in the implementation of the RTE Act, 2009. The data was analyzed using frequency and percentage method. The study found lack of awareness of RTE ACT in more than half of the SMC members.

Shinde (2015) studied challenges faced by the principals for implementation of RTE in Zila Parishad schools regarding access to education. A survey was conducted with random sampling and researcher made questionnaire. The finding of the present study also shows that so far there has been some progress only in terms of enrollment but need to improve in placing Children With Hearing Disability (CWHI) in age appropriate classroom and providing basic facilities for CWHI.

Rekha (2015) studied teachers' Perception of Problems in implementing RTE Act in Schools of Kerala" Government of India enacted RTE Act in 2009. The study was conducted on a state wide sample of 505 elementary school teachers and data was collected using a rating scale on expected problems. The study revealed that problems related to infrastructure are the most occurring one.

Gaddipati (2015) conducted study with the objective to study the issues relating to RTE implementation and challenges. It's a qualitative descriptive study consisting sample size of 100 which include 30 parents, 30 students, 20 teachers and 20 management staff who were interviewed. The research includes collection of data from 8 schools in Bangalore in the form of interviews. The interviews were conducted with all the stake holders namely management staff, teachers, parents and students. The data

was analyzed through percentage analysis for the responses given by the stakeholders. The findings of the study reveal that the teachers do not discriminate in class. They are encouraging and understanding. Most of the children said that their classmates do not treat them well. They leave them out or do not involve them in games or activities during breaks or free periods. Sometimes they get bullied and other students make fun of them. The low status of the children is picked upon by the other regular children. More than half of the children said that they do feel sad sometimes in school. They feel left out sometimes or feel that they do not fit in. Some of them do not enjoy coming to school. Various such reasons contribute to their sadness. Eighty percent of the children said that it is not easy to talk to the teachers. Language plays a barrier in this case. Some of the children are not able to communicate their thoughts and in other cases the teachers are not willing to listen. These factors make it difficult for the children to talk to the teachers easily. Some of the classmates discriminate them based on appearance and the kind of things they carry to school. Language is a barrier in this case as well. These factors make the children find it difficult to talk to their classmates. Sixty six percent of the children said that they felt left out sometimes. The children in the class do not always involve them in play or during activities. When it's not teacher monitored activities, they do not get to join them. Students do feel left out sometimes.

Singh (2015) conducted a comparative study of Parents awareness of elementary school students toward RTE Act, 2009. A descriptive design was followed for the sample of 100 parents by random sampling. An interview on parents' awareness of the RTE Act, 2009 in a rural-urban area was scheduled. The results of the study show that the levels of awareness of RTE Act in parents are low. Intervention is needed to improve the level of awareness and education.

Lal (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. Descriptive survey method is used for the study. For the purpose of the study, a sample of 120 prospective teachers (60 Rural + 60 Urban) from Rohtak, Haryana is selected. Stratified random sampling is used to select the sample. A self-made questionnaire is prepared to measure the Awareness of Prospective Teachers towards RTE. Mean, standard deviation and t- test is used to analyses the data. 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.

Madire (2014) conducted a study to measure the awareness of teachers of the RTE Law. This study shows that female teachers understand the RTE Act better than male teachers, and teachers in government schools understand the RTE Act better than teachers in private schools. Another finding was that teachers who participated in more training courses on the RTE Act had a high level of knowledge of the RTE Act. The author stated that principals and teachers' must address the goals and regulations of RTE. Teachers can achieve the goal of free compulsory education.

Thakur (2014) studied on awareness of trained School Teachers in Relation to RTE Act at Elementary Level with the objective to study the level of awareness on RTE act of trained male and female school teachers at Elementary level. Data was collected from the self- made questionnaire form from eighty different primary and upper primary schools, ten from urban and ten from rural as of four districts of West Bengal. The total of two hundreds trained teachers participated to administer one mark bearing fifty questionnaire in which Twenty-five trained teachers were allowed from each ten schools. Based upon the scores of questionnaire, five categories were used like 1- 10

very poor, 11-20 poor, 21-30 average, 31-40 good and 41-50 very good. The study found that the trained teachers had very good level of awareness on RTE act. Overall, the level of awareness on RTE act was poor among the trained teachers at Elementary level. 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 career 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.

Jha et al (2013) conducted survey to study the socio-economic profile of children admitted under 12(1) (c) in private unaided schools in Bangalore Urban District. This study included primary survey conducted in 45 private aided schools across nine educational blocks in the district. The primary data collection included semi-structured interviews with management and principals, teachers teaching classes with students admitted under RTE, parents of children admitted under RTE, parents of fee-paying children in the same classrooms and classroom observations. The researcher examined the attendance registers, classwork/homework copies, RTE admission registers and socio-economic profiles of the children admitted under the provisions of the Act. The income levels of the non RTE parents in the sample indicate that a little over 40 per cent of the mothers have no income, and the same percentage gave no response. Of those mothers who do earn, the majority (7. 41 per cent) earn less than a lakh per year. There were also a small percentage of mothers (2.69 per cent) who indicated an income between 2 and 3.5 lakhs. The single largest group among fathers in this category was

of those earning between 1 and 2 lakhs (32.66 per cent), followed by those earning less than a lakh (22.90 per cent). A little over 15 per cent of the fathers reported earnings between 2 and 3.5 lakhs, and the about the same percentage indicated more than 6 lakhs too.

Ojha (2013) studied the status of the implementation, awareness and understanding of RTE act in Haryana state. The study is designed to investigate the status of the implementation of the RTE Act and its awareness among teachers, parents and children, is a descriptive study. The data in this study was collected through participant observation method, which is a data gathering technique based on observation and recording of things, a qualitative measurement. Formal structured and informal interactions with headmaster, two to three teachers, parents and children were carried out on a very small sample of schools of rural Haryana. It was found that there has been some progress only in enrollment but not much has been achieved towards quality education in terms of student learning. The investigator observed that most of the children are not aware of the benefits of the RTE Act. It is important to note that majority students are dissatisfied with the cleanliness of the schools; boring teaching methods followed in the schools; attention given by the teachers to the children; regularity of classes. They also shared that principals and teachers do not motivate children in the schools. In one of the schools while talking to students about their aspirations the investigator found one girl with tears in her eyes saying, 'ye log hausla nahi dete' (they do not give us any motivation). This reminds the investigator of famous lines, 'manzil na de chirag na de hausla to de'(do not show light or take us to our destination but at least give us some motivation). The investigator observed that many such questions and activities were not done with students and when the investigator discussed the content of these textbooks, raised questions, conducted quiz, role play

and other such action oriented exercises, students found the subject to be very interesting. Workbook activities were done by students regularly during the study period and for all this a few words of appreciation-motivation was required.

Prashant et al. (2013) conducted study to know 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.

Soni (2013) conducted study on status of implementation of RTE Act-2009 in context of disadvantaged children at elementary stage. Data collected through interviews and observations were analyzed using mixed methods, i.e., qualitative and quantitative. Functionaries and teachers at state, district and block levels were aware of provisions of RTE Act, 2009 to a great extent. The findings of the study revealed orientation of teachers for RTE (except for Orissa) did not include information about disadvantaged and children with disabilities, parents were not aware of various provisions of RTE Act, all states/UTs have taken initiatives in conducting community awareness programmes to bring all children, including children with disabilities, to schools and vigorous efforts are needed to create awareness in society for RTE.

Malik 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 of 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, & Jha (2013) conducted study 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. 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.

Thote & Rathoure (2013) conducted study to find 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 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 Right to education act.

Zorinsangi (2012) conducted study to discover the challenges faced in the implementation of RTE Act 2009 in Mizoram Schools. The study uses historical and descriptive approaches. Because of number of applications sometimes exceeds the number of seats available, all the private unaided elementary schools face the challenge of obeying with the regulations of the no screening procedure for admission. Problem

of providing remedial teaching is the biggest challenge faced by majority of Government and private unaided elementary schools, that is, if a child over the age of six is not admitted, the child may be admitted to a class suitable for his/her age. The Act was excessively input-focused rather than outcomes-oriented.

Summary of the above researches

Above mentioned studies focused on challenges with the aspects of beneficiaries, teachers' role, peers role and socio-economic profile of the parents of RTE beneficiaries. The challenges related in the implementation of RTE Act with respect to teachers' role revealed lack of guidelines for teachers who played important role in the implementation of the RTE Act as seen in the studies conducted by Iftikhar (2020), Singh (2017) & Charu et al (2017). It is important to train teachers, management committees, and schools to meet the needs of RTE students as seen in the study conducted by Chaturvedi & Kuldeep (2015). The study emphasized the urgent need to take appropriate measures to transform the adequate infrastructure, train regular teachers and appoint special teachers, providing teaching materials, auxiliary tools and equipment appropriate to the nature and needs of each disability. Study focused on the awareness of teaches conducted by Mohalik 2017 indicated that the teachers were aware of the law on the right to education and also that the school also took the initiative for children with special needs by providing facilities like ramp, help and appliances, a wheelchair and specially trained teachers and home service to these children, also takes measures such as to develop training and evaluation modules for the admission of children from schools. There is a huge gap between policy interventions and their actual perceptions and implementation methods in the field Sethi & Muddagl (2017) & Thakur (2014) revealed that as far as level of awareness among teachers were concerned, it was poor at elementary level but study conducted by Prashant et al, Thote & Rathoure

(2013) revealed that the primary school teachers of have significant awareness on the Right to Education Act. Lal 2014 studied that male teachers are aware of RTE Act rather than female teachers. But female teachers understand the RTE Act better than male teacher Madire (2014). Soni (2013) revealed about the orientation of teachers for RTE did not include information about disadvantaged. Gaddipati (2015) revealed that teachers do not discriminate in class. They are encouraging and understanding Gaddipati (2015). Lack of infrastructure facility was one of the challenge faced by the students studied by Kar, (2019). There is lack of infrastructure, trained teachers because of the insufficient funding. These insufficient facilities affect the success of the inclusion and those who are involved in the program Parveen (2018), Shinde (2015) Rekha, P. (2015). Studies like Iftikhar (2020), Charu S. et al (2017), Singh (2017), Mohalik, R. (2017), Chaturvedi & Kuldeep (2015) and Niranjanaadhyaya, & Jha (2013) focused on awareness of RTE among teachers. There was no clear guidelines for teachers who play an important role in the implementation of the RTE Act. As enrollment increases, it is important to train teachers, management committees, and schools so that they have the resources to meet the needs of all children. Resources are extremely limited. The study conducted by Bhattacharya & Mohalik (2015) focused on parents' lack of interest in sending their children to school, attending SMC meetings. Gaddipati (2015) Soni (2013), & Singh (2015) focused on the levels of awareness of RTE Act in parents are low. Malik et al. (2013) further added that vigorous efforts are needed to create awareness in society for RTE. Niranjanaadhyaya, & Jha (2013) revealed that no state authority has ever come to supervise the implementation of RTE, Act, 2009 in the schools.

Beneficiaries admitted under RTE Act are first-generation students and therefore need support Mokale (2020). Rana (2018) further added that because of lack of support

they depend on tuition. Most of the beneficiaries were Scheduled Caste. The children experienced discrimination based on appearance and the kind of things they carry to school. Language is a barrier in this case as well. These factors make the children find it difficult to talk to their classmates Gaddipati (2015). It was found that there has been some progress only in enrollment but not much has been achieved towards quality education in terms of student learning Ojha (2013). The Act was excessively input-focused rather than outcomes-oriented Zorinsangi (2012)

SMC members must actively participate in all school activities, such as identifying children for school, promoting enrollment, persuading parents to send their children to school, participating in and regularly discussing SMC meetings as revealed by Bhattacharya & Mohalik (2015). Deepak, et al. (2015) revealed lack of awareness of RTE Act in more than half of the SMC members. Kar 2019 revealed on the lackness of adequate infrastructure facility. Small number of schools have unsatisfactory training materials for underage children in different classes but most schools have ramps suitable for wheelchair users Singh (2017). Problems related to infrastructure are the most occurring one as studied by Rekha (2015).

Thus, these studies have focused on the issues and challenges involved in the implementation of RTE Act. Issues and challenges like no clear guidelines to teachers, more academic support as most of the beneficiaries are first generation learners, less provisions for visually impaired students, lack of training to teachers in disability, lack of infrastructure facilities, lack of awareness among School Management Committee (SMC), teachers and parents, lack of teaching skills, slowness from government, discrimination from peers, lack of quality education in terms of students learning, language as barrier and lack of remedial classes. Most of the studies used descriptive survey design, employed semi-structured interview, open ended multiple choice

question and participant observation. Most of the above studies used simple frequency percent method.

2.2 Researches providing understanding of the participation of beneficiaries, studies related to parents' socio-economic status, peers' role and teachers' role, in general and not specific to RTE.

Studies focusing on socio-economic background of the students in general and their academic performance

Soharwardi, Fatima, Nazir, & Firdous (2020) conducted study to examine the impact of parental socio-economic status on academic performance of students. It was a case study of Bahawalpur, Pakistan that revealed that socioeconomic status of the parents plays a significant role in determining 200 hundred students of district Bahawalpur via interviews. The study tested the impact of some socio-economic factors such as family background, father education, mother education, number of children interested in education, facilities provided by the government for children's education and decision about a child's future on the academic record of students. The findings of the study suggested that the income of father and education of both father & mother had a positive impact on the academic performance of the students. Mother education, however, had a greater impact on the academic outcomes of the students as compared to father education. Moreover, the strong family background and education facilities provided by the government also enhanced the performance of the students in the studied sample.

Jerald, Genelyn & Adrian (2019) conducted research to study relationship between parent occupation and students' self-esteem. The profession of parents is the most important obligation of parents and should have the privilege of have a decent job to raise their children. The study was based on the Stanley Coopersmith Theory of self-

esteem proposed by Stanly Coopersmith. It was a descriptive design to determine if there is a correlation between parents' occupation and students' self-esteem. This study had a total of 245 respondents from the different components (HUMSS, ABM, GAS, STEM and TVL). The tool used in this study to obtain information and data collection is the checklist rating scale questionnaire. All data was analyzed using ANOVA to perform the result. The result of this study revealed that parents' profession is not significantly associated with students' self-esteem. Parents who have low or high professional status cannot affect students' self-esteem. The self-esteem of students does not depend on the work of their parents.

Lara (2019) conducted study to analyze the associations between parental involvement in school and children's academic achievement. Parental involvement in school has been demonstrated to be a key factor for children's academic outcomes. Cluster analysis results from a sample of 498 parents or guardians whose children attended second and third grades in 16 public elementary schools in Chile suggested the existence of three different profiles of parental involvement (high, medium, and low) considering different forms of parental involvement (at home, at school and through the invitations made by the children, the teachers, and the school). Results show that there are differences in children's academic achievement between the parental involvement profiles, indicating children whose parents have a low involvement have lower academic achievement.

Salameh & Sathakathulla (2018) conducted study to assess the impact of socio-economic factors on students' English language performance in EFL classrooms in Dubai schools by mixed methods research. The significance of this study using correlation analysis being carried out and the impact is registered accordingly for future analysis. The research has tried to identify parents' education, parents' financial status,

and parents' occupation to see whether these factors are significantly affecting students' English language performance at secondary level or not. This study proved that there is an impact of such factors on students' English language performance. The three angles explored were: parents' education, parents' financial status, and parents' occupation.

Bakar et al. (2017) conducted study to analyze how parental education and parental educational qualification significantly affect secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 200 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. A stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms; demographic information, descriptive analysis and inferential analysis. The result of the analysis indicated that students of parents with a high level of education have good results than those of parents of low level of education.

Juma (2016) conducted study with the aim to investigate the influence of parental income, level of education, occupation and parental involvement in education on students' academic performance. A descriptive survey design using a sample of 158 students, 17 teachers and 11 parent representatives was used to carry out the study. Questionnaires were used to collect information from students and teachers while the interview schedule was used to collect information from parents. The quantitative data from the questionnaires were analyzed using descriptive and inferential statistics using the Statistical Package of Social Science (SPSS) software. Qualitative data was managed by thematic techniques. The target population were representatives of parents, teachers and students. The results of the study were that parental income influences

students' academic performance, parents' education level influences students' academic performance, parents' occupation influences students' academic performance and parental involvement in education greatly influences the academic performance of students. In order to improve the academic performance of students, the study recommends that: schools should put in place systems to strengthen parental participation in education, the government should increase the allocation of scholarships to students from poor families to keep them in school and parents should be made very aware of the benefits of parental involvement in education.

Ibrahim et al. (2015) conducted study to analyze how formal and informal parental occupation significantly influences the academic performance of secondary school students in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 377 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. Stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms: demographic information, descriptive analysis and inferential analysis. The results of the study indicated that pupils of a parent in a formal profession perform well than those of parents in an informal profession.

Amazu & Okoro (2015) conducted study to investigate social status of parents and school performance of students. This descriptive survey examined the academic performance of the students in the Abia education zone in relation to the social status of their parents. The study population included all 4,955 students in Abia State from which a sample of 100 students from four secondary schools was drawn for the study. Analyzes of research data revealed that the social status of parents influenced the educational outcomes of students in the Aba education area in Abia state. The

researchers, therefore, recommended that the government, individuals and well-intentioned organizations support parents from disadvantaged social backgrounds in the education of their children by offering them, in addition to free, compulsory and quality education, scholarships and educational resources to counter the impact of parents' low social status on children's education.

Okwan (2014) conducted study to investigate the relationship between socio-economic background and educational performance of children in basic schools in Asikuma-Odoben-Brakwa district. The study adopted a cross-sectional survey research plan. Both quantitative and qualitative approaches were used in the study. Using reasoned and convenience sampling techniques, 138 respondents (120 students, 12 parents and 6 teachers) were sampled for the study. The researcher used a questionnaire, an interview schedule and a literature review as data collection instruments. The collected data was analyzed using descriptive statistics, statistical analysis of independent samples t-test, ANOVA, and Pearson moment correlation. The results of the study revealed that the educational level of parents, the occupation of the parents and the level of involvement of the parents in the school development and school activities of the children were significantly correlated with the school performance of the children. Even more, parental involvement in schoolwork and children's school activities has proven to be the best indicator of children's academic performance.

Mensah (2013) conducted study with purpose of the study was to ascertain the dominant parenting styles of parents in the study area and their influence on children's social development. The study utilized a sample of 480 basic school pupils who were in their adolescent stage and 16 teachers. The survey study employed a structured interview schedule and a questionnaire for the data collection. The study instruments

were pre-tested to establish their validity and reliability, the study revealed that Parental level of education is a key factor in the educational attainment of their children.

Arshad, Attari & Elahi (2012) conducted study with the aim to see the impact of the parents' profession on the learning of English. Regarding learning English as a second language (as in Pakistan) has several challenges in the academic success of students. The participants were 430 middle class students. A survey questionnaire was used to collect the data. The collected data was analyzed using SPSS-16 to find the mean value and the correlation value. There is a significant correlation between the profession of fathers and the help provided to children to learn English, especially with the profession of fathers who work in the government sector.

Milne et al. (2012) conducted study to examine mothers' perception on the impact of their children academic, intellectual and cognitive development. The research is based on primary information and data collection. In this research a survey to working and nonworking mothers was made in the selected study areas. A total of 140 respondents were considered in this study. Both qualitative and quantitative methods were employed in this research. Together with examining both working and nonworking 114mothers 'perception the results show that although there are negative impacts of mothers' employment on children, working mothers are able to contribute to children development compare to non-working mothers. The results showed that the mother's employment and living in a single-parent family could have negative effects on academic performance.

Ogunshola & Adewale (2012) focused on the relationship between factors related to the home environment and the academic performance of pupils in certain secondary schools of a local administration in the state of Kwara. Samples were obtained from one hundred and eighty (180) students randomly selected from three secondary schools.

The four factors that were examined and analyzed statistically were: parents' socio-economic background, parents' education, parents' education and students' health. Various statistical tests were performed on the different data collected to establish the statistical significance of the effects on the students' academic results. Socio-economic status and parent education did not have a significant effect on the academic performance of the students. However, the parental educational qualification and the state of health of the students were identified to have a significant statistical effect on the academic results of the students. The two variables which indicated a significant influence reflect the nature of the student's family environment and played a significant role in the academic success of the respondents.

Topor et al (2011) conducted study to examine the effect of parent involvement in a child's education. This study used a sample of 158 seven-year-old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.

Hartas (2010) studied the relationship between home learning and parents' socio-economic status and their impact on young children's language/literacy and socio-emotional competence. Utilising a national longitudinal sample from the Millennium Cohort Study, the findings consistently showed that, irrespective of socio-economic status, parents engaged with various learning activities (except reading) roughly equally. The socio-economic factors examined in this study, i.e., family income and

maternal educational qualifications, were found to have a stronger effect on children's language/literacy than on social-emotional competence. Socio-economic disadvantage, lack of maternal educational qualifications in particular, remained powerful in influencing competencies in children aged three and at the start of primary school.

Muola (2010) conducted study to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district Findings have indicated a positive relationship between academic achievement motivation and home environment. The home environment is one of the determinants of academic achievement motivation. An academically favorable home environment is likely to enhance the child's motivation to achieve academic success which in turn will contribute to good performance in school.

National Center for Children in Poverty (NCCP) (2007) in its factsheet focused on correlation between Parents' Education Level and Children's Success. There is also an association between parents' education level and families' income level. As said by the National Center for Children in Poverty (NCCP), the less educated a parent is, the more likely the family will be low-income. The NCCP study found 86 percent of children with parents who have less than a high school degree live in low-income families, compared with 67 percent of children with parents who have a high school degree (but no college education) and 31 percent of children with at least one parent who has some college education. It was found that low socioeconomic status, in turn, can affect family interactions and lead to behavior problems that can impact children's academic and intellectual development. Furthermore, parents who struggle financially tend to have children who are more pessimistic about their education and job prospects.

Sucharita and Sujatha (2018) described the constant and challenging process of negotiation between stakeholders required ‘to make social inclusion a reality’. Most notably, given the recognition that an English-medium education created language barriers for children with free quota who did not speak English at home unlike the fee-paying children, ‘teachers opted for bilingual teaching while transacting in the classroom, which was otherwise absent in the school. Teachers also used more repetition and gesturing in the classroom to aid understanding. Teachers had also started to make contact with parents of children with free places to discuss their progress, again these interactions were in the local language of Hindi. Despite their efforts to create inclusive learning environments, some teachers expressed concerns about the potential emotional and psychological impact when admitted under quota place children experienced negative interactions with peers especially in the context of their very different home backgrounds, experiences and the stratified social context in which these schools exist. However, the authors give instances of observed free place and fee-paying children interacting freely, sharing lunch and playing together at lunch time, and argued that adults may be more aware of and affected by socio-cultural differences than children. The classroom learning environments were structured so that seat rotations and weekly random seating arrangements gave all children the opportunity to interact and sit at the front, and prevented group formations in class. Children were all encouraged to participate equally, given opportunities to develop leadership skills and children with free places were frequently praised for doing well, for example in their responses to teachers’ questions in class or when they performed well in subjects which was reported as being frequently the case in sports and arts. The schools also made pedagogical changes which focused on recognizing cultural diversity. Thus, examples used in teaching and learning were adapted to recognize the diversity of children’s

home backgrounds and life experiences, especially efforts were made to not use examples in classrooms that assumed middle/upper class lifestyles.

Singh (2017) conducted study to aim at finding the impact of co-curricular activities on the academic achievement of students. Adopting quantitative method for the present study, 70 girls and 30 boys of Class 11 from Allahabad city were selected through non probability sampling method. Using product moment method for analyzing data, finding of the study revealed that students (boys and girls) have differences in their academic performance in various subjects and also have differences in their level of participation in extracurricular activities. Students' academic performance in different subjects is positively influenced by their different level of participation in extracurricular activities; especially this tendency is high in girls compared to boys. The study concluded that the overall effect of extracurricular activities on student achievement and pupil personality development is positive. And that compliments the academic activities to achieve the main goal of education, which is to change student behavior. Extracurricular activities do not hinder academic results, but rather facilitate the increase of their knowledge and develop a spirit of competition that promotes student resolution during exams. Students participating in extracurricular activities mostly have healthy habits and significant potential for social adjustment. Finally, it can be conclude that students (boys and girls) have differences in their academic achievement in various subjects and also have differences in their level of participation in co-curricular activities. Student's academic achievements in different subjects are positively affected by their different level of participation in co-curricular activities; specially this trend is high in the girls in comparison to the boys. Overall effect of co-curricular activities on the student's academic performance and personality development is positive. Co-curricular activities do not obstruct in academic output

rather it facilitates in increasing their knowledge and develops competitive spirit that foster students resolve in examinations. Students taking part in co-curricular activities mostly carry healthy habits and appreciable potential of social adjustment.

Wolf et al (2015) studied the impact of the program on the academic performance in Hindi, mathematics and English of good winners, for economically disadvantaged students. Lottery winners and losers were tested before the lottery, then after one and two years of the program. The authors find that using the vouchers to attend private schools allowed lottery winners to perform statistically significantly higher after two years in terms of English scores and positive effects, but statistically insignificant for Hindi and mathematics in an intention-to-treat analysis. Four years after the vouchers were awarded, the authors found similar results with significant and statistically significant positive impacts on English, a negative impact but statistically insignificant on Hindi and no difference in mathematics. The negative impact in Hindi can be explained by the fact that public schools are predominantly in Hindi, while almost half of the private schools in the sample are in English. However, there was no comparative gain in the English language to compensate for this reduction in results in Hindi. They also find little evidence of non-academic benefits such as non-cognitive skills, beliefs, and parental aspirations. The authors indicate that although "this program was designed to give low-income students access to better quality private schools, our results suggest that a large proportion of cheaper private schools fail to provide such quality ”

Girch (2015) focused on school attendance and their academic results. Data were collected for this study using a questionnaire developed by the researcher, which covered topics such as respondent activities, time management and school satisfaction for 120 students engineering studied in researcher's class in Maryland during 2014-15.- The questions, which were open and used notes from the Likert scale, were designed to

reflect the levels of satisfaction and agreement associated with school and extracurricular activities. The questionnaire asked students to answer questions about their participation and their feelings about the various activities in which they participated and to assess or describe the effects of this participation on students' ability to complete their homework. Overall, the data indicate that students who participated in extracurricular activities had higher levels of academic performance and lower absenteeism rates than those who did not.

Aggrawal (2014) conducted study which revealed the discrimination of Dalit, Tribal, Muslim and marginalized children that results in exclusion, reprimands, scolding and beating Dalit students experienced unfair treatment and were denied equal participation. The discrimination creates an unwelcome atmosphere that can lead to truancy and eventually child may stop going to school. This report field primarily was in Uttar Pradesh, Bihar, Andhra Pradesh between October, 2012 and September, 2013. There were 85 students, 45 parents and 32 school staff interviewed. In the report, Human Rights Watch examines the obstacles preventing certain children from attending school and the government's failure to take the steps necessary to address the problem. Discrimination remains a major factor affecting access to education for children from marginalized communities, including Dalits, tribal groups, and Muslims. Already vulnerable because of socio-economic challenges, these children need special attention and encouragement to remain in school. Instead, a lack of proper monitoring leaves such children vulnerable to exclusion, denying them the right to a child-friendly and equitable environment as set out under the Right to Education Act. Poor monitoring also results in poor retention of at risk children, many of whom end up pushed into work and early marriage

Nambissan (2009) conducted exploratory study with the objective to identify spheres of exclusion, discrimination and opportunity in education and practices and processes in which they manifest in school and thereby deny or enable Dalit children full access to cultural and symbolic resources and social relations, including dignity and social respect within these institutions. Bringing in the stand point of Dalit children, this paper will focus on their experiences in relation to a) Access to school including facilities and resources b) Participation in different spheres of school life - curricular and co-curricular and c) Social relations with teachers and peers, Dalit children are often excluded from co-curricular activities. The survey of 234 household and of purposively selected 64 children was conducted. There are also classroom processes that tend to deny Dalits fair participation in curriculum transaction and give them a voice in classroom discourse. The study highlights the labeling by teachers of Dalit children as 'weak', giving them inadequate pedagogic attention and the failure to give them the confidence to ask questions and clarifications in class. Quite contrary to the teachers' possible view of them as not interested in their studies, Dalit children want to ask questions but are afraid to, feel they will punished, not be listened to, insulted and discriminated against.

Summary of the studies presented above

The above studies focused on the socio-economic status of the students' family and its effect on their academic performance. It had been studied that "in addition to the level of education, income and the education of both parents have a positive impact on the student's academic performance." However, compared with the father's education, the mother's education has a greater impact on the student's academic performance (Soharwardi, Fatima, Nazir and Firdous, 2020)". Hasan, J.E. (2009) reveals that parents' educational achievements are positively correlated with their children's

academic performance, but they are moderately correlated. Some studies by Mensah (2013), Bakar and others. (2017) and the National Center for Poor Children (NCCP) (2007) show that there is a positive correlation between parental education and student performance. Singh and Singh (2014) also explored the important role that parents' educational level plays in determining children's academic success and social adjustment. Rana (2018) revealed that the majority of mothers in EWS families are illiterate, which may be the main reason why EWS children rely on tuition to do homework. Research has found that low socioeconomic status in turn affects family interactions and causes behavior problems, affecting children's academic and intellectual development. In addition, parents with financial difficulties tend to give birth to children who are more pessimistic about their education and job prospects. Rouse and Barrow (2006) studied why family history and education are so closely related. Lacovou (2001) studied the relationship between sibling structure and academic achievement. It is found that children from large families perform worse than children from smaller families, and children of lower rank perform worse than those of higher rank.

The above-mentioned researches mainly adopted qualitative design, and few study adopted both qualitative and quantitative research design. It shows that the different aspects of beneficiaries, namely socioeconomic status, affect their education, especially when they belong to the weakest part of the society and share space with the privileged class. Therefore, it is important to consider and study these aspects.

Researches focusing on peer's role in beneficiaries' participation

Ajibade (2016) used a descriptive survey method to randomly select 100 students from 5 schools and specifically studied the impact of peer groups on academic performance. The survey results showed "Peer groups affect learning and certain

factors, such as economic and social status and parenting factors, because they determine the membership of most groups.” The study also found that in terms of learning, the relationship between students and friends is better than that of teachers.

Butler & Liu (2019) collected data through in-depth interviews with 200 students in each primary and secondary school cohort and conducted a longitudinal study on the role of peers in student English learning youths. Research has found that with age, peer relationships have more significant and diverse associations with young learners' English learning. This relationship is also related to their socioeconomic status. And students in schools with higher SES pay increasing attention to performance in English and expand their relationships with their peers outside of class. "

Pepler and Bierman (2018) revealed from recent peer relationships research that positive peer relationships make an important contribution to healthy social and emotional development. Children benefit from the social and emotional support provided by friends and learn important social skills through interaction with their peers. However, successfully navigating the social world of peers can be challenging. All children occasionally experience social pressure and conflicts with their peers, and 10-15% of children experience serious and long-term difficulties with their peers, including rejection, social exclusion, and victimization. Making and keeping friends, as well as dealing with the dynamics of peer groups, requires personal skills (for example, understanding and managing your own feelings, controlling your own impulses) and interpersonal skills (for example, understanding others, effective communication, negotiation and problem solving). Interaction with peers helps develop these skills. Unfortunately, children with delays or deficits in social-emotional skills are often rejected by their peers, which limits their opportunities for active interaction with their peers and further excludes them from their peers. Happiness has a negative impact. The

key intervention research results show that social emotional programming can improve the social emotional skills of all children, support individual children with stronger social needs and improve their relationship with their peers, and create an environment between more tolerant and supportive individual peers.

Juvonen et al. (2012) studied the relationship between the choice of friends and the influence of friends, the quality of friendship and the type of friendly support (academic or emotional) with academic commitment and extracurricular participation. It also includes research on whether the number of friends or the size of the peer network is related to school participation. Other relationships between friends and peers can motivate students to participate in school homework and extracurricular activities. The following discusses the relationship between the choice of friends and the influence of friends, the quality of friendship, and the type of friendship support (academic or emotional) with academic participation and extracurricular participation.

Nelson and DeBacker (2008) in a regression analysis, surveyed the self-report questionnaires of 253 middle and high school students and found that best friends have high academic values (for example, "My best friend thinks School is more important than most people think") is related to self-reports that are more eager to master schoolwork (for example, "I work in this class because I like to know what I'm learning"). Teenagers who think that they are valued and respected by their classmates are more likely to report adaptive motivation for achievement. The adaptive achievement motivation report is also related to best friends who have high-quality friendships and value academics. Poor quality of friendship is related to reports that students' resistance to school norms is related to their failure to adapt to achievement motivation.

Ladd et al. (2009) studied issues such as decreased motivation and academic performance, increased student alienation, and high dropout rates, which led researchers to investigate why some children are more involved in school education than others. Examine the latest theories and evidence on the role of peers (i.e. classmates) in the socialization of children's academic participation, and critically evaluate what has been learned so far about the role of specific class relationships with peers in child development. Participate in homework. The role of peers in this social process is crucial, especially in adolescence when peers have a considerable influence on students.

Summary of the researches presented on peer' role

The above studies focused on the peers' roles in students' participation. The studies presented above revealed that academic achievement, motivation for learning, engagement in extracurricular activities, interpersonal skills and socio emotional aspects and also language learning are influenced by students' relationship with peers in the school. In addition to this, those with friends who cared about learning had better educational outcomes and less likely to drop out of school. It had been observed that most of the above studies adopted descriptive survey. Few of the stud used longitudinal study.

Researches focusing on the Teacher's role in students' participation in the school.

Dutta & Khan (2021) conducted a study to examine the educational problems faced by children admitted under quota. However, the schools that were selected for research studies last time are mainly those schools that are not economically elite. This is reflected in the salaries of teachers and the fees charged by the institutions to students. The study selected 10 schools in the urban area of Bhopal, and 5 teachers and 5 students from each school were interviewed. The same number of students who did not enter

RTE were also interviewed. Since children in the non-EWS category belong to the same socio-economic background, the transition from home to school is not a big issue. However, the responses of many teachers and students indicate that there are problems with students in the EWS category, especially between EWS and non-EWS children. Some teachers also expressed dissatisfaction with this kind of appointment, believing that private school appointments cannot solve the problems of EWS students. The results show that although children in private schools are socially and educationally inclusive, according to the teacher, according to students' reactions, this journey is not easy. In addition, teachers still hold prejudices and unfavorable attitudes towards these children.

Kar, N. (2019) conducted study to understand the understanding and compliance of various government guidelines by the education sector by schools according to the SSA (2001) and other related laws. The main factors identified in the survey may be the student-teacher ratio, infrastructure, health and hygiene, and training provided to the SMC. Methods: Descriptive research and convenience sampling were used in the following surveys. To study the current compliance status of schools under SSA (2001), the researcher prepared a structured questionnaire. The final questionnaire was prepared after various compliances, including student-teacher ratio, infrastructure, health and hygiene, and SMC training. The collected data is systematically tabulated and qualitatively analyzed. Main Findings The findings show that most of the Golaghat district schools offer very few resources for children with visual impairment or low vision, and the school building library lacks magazines, newspapers and other types of children's books. The lack of an uninterrupted supply of tap water has proven to be a major obstacle to maintaining the cleanliness of the schools in the area. Regarding other infrastructure conditions, most of the surveyed schools lack separate classrooms and

basic facilities, such as the independent principal's room, staff room, computer room, sports equipment, and meeting space.

Singh (2014) conducted a study to study the role of stimulating environment in facilitating learning of the students. Students, teachers and principals were interviewed to gather the information regarding various stimulants feedback from the respondents were taken, coded and tabulated as per the objectives of the study. The data was analyzed for both quantitative and qualitative indicators. Students found to be attending school rather than going for an outing, reflects the stimulating environment provided in the school. Together with the teacher equal importance was given to the playground as a stimulating factor. Teacher's behavior proved to be the most effective stimulant as students believed that rudeness restricts them. The interest in the subject and the teacher were interrelated as students liked the subject because the teacher's behavior. Good infrastructural facilities is a stimulants as it was given the most important status. Students were comfortable in approaching their teachers as compared to their peers. Even teachers like to develop classroom activities to make the classroom more participatory. Most people think that group work helps to coordinate and understand this concept.

Hannah (2013) mentioned the impact of the classroom environment on student learning. Overall, the classroom environment plays a vital role in keeping students engaged and enabling them to succeed in the classroom. Teachers can modify the environment to achieve these results. There are many ways to do this. They can organize their desks in different patterns. They can decorate the walls with different tasks or elements. Students can use it to help guide the classroom the way the teacher wants. Even adjusting the lighting or temperature in the room can improve the

efficiency of classroom teaching. A good teacher knows these factors and their importance to student success.

Pianta et al. (2012) mentioned the teacher-student relationship and participation: conceptualizing, measuring and improving the capacity for interaction in the classroom. Effective teachers are often described as those who build emotionally close, safe, and trusting relationships with students, provide tools to help, and cultivate a more general community and caring ethic in the classroom. These relationship qualities are believed to support students' emotional health and positive self-awareness, motivational targeting of academic and social achievement, and development of true academic and social skills. They also provide a foundation for exchanging positive and high performance expectations and teaching students the knowledge necessary to become informed and productive citizens.

Selvarajan (2012) conducted study to determine the impact of remedial teaching on improving the abilities of underachievers in the Mannar area of Sri Lanka. To this end, 97 students were selected from the rural and urban areas of four different schools in the Mannar Education District. The choice of primary school grade is to ensure the effectiveness of the plan in primary education. The goal of the program is to investigate the reasons for the underperformance of students in the field, evaluate the effectiveness of tutoring, and suggest possible improvements. The data was collected through interviews with relevant authorities and from secondary registries. The results showed that the socioeconomic status of the family and the physical and psychosocial status of the students led to poor performance. The implemented remedial plan proved to be effective in restoring 94% of Tamil students and 93% of math students. The results showed that the socioeconomic status of the family and the physical and psychosocial

status of the students led to poor performance. The implemented remedial plan proved to be effective in restoring 94% of Tamil students and 93% of math students.

Das (2010) conducted a qualitative study to explore the process of inclusive education, identify obstacles and facilitating factors, and propose a situational work model. The data was collected through in-depth interviews and group discussions with interest groups and observations in the classrooms of seven inclusive schools. The survey results cover four main themes of support system, challenges, process and results for children with disabilities in inclusive schools. The main support systems are determined to be academic, physical, psychological, and parental. In "Academic Support", the school counsels children, gives them concessions, and encourages and implements support strategies in the classroom. As part of the material support, the school strives to improve the mobility and accessibility of children with different physical needs by installing elevators and ensuring that the bathrooms are barrier-free. Aside from these regulations and children seeking help from non-disabled peers, no good practices have been reported.

Summary of the studies conducted above

The researches mentioned above focused on the teacher-student relationship and participation, academic support from the teachers, school encourages and implements support strategies in the classroom, remedial plan and the teacher's behavior which in turn develops students' interest in the subject. Most of study above adopted descriptive survey and used interview as a tool.

2.3 Overview of the of the researches presented and implications for the present study

The review of literature has provided insight for the conceptual understanding for the phenomenon under study. It emerges that challenges in the implementation of RTE

Act do exist and the role the role of teachers and school is important. It also indicates that there will be challenges in the participation of the beneficiaries. Methodologically, most of the studies adopted survey design. The findings of the study on the challenges faced have suggested specific areas of concern like relationship with peers, student – teacher interaction, role of teachers, attendance relationship between socio-economic condition of the beneficiaries and participation in school. Various studies has focused on the overall implementation of RTE Act and participation of beneficiaries is incidental as part of challenge. The researcher could not identify studies on the participation of beneficiaries.

After going through the existing literature it had been found that very few studies (Rana, 2018; Mobar, 2015; Jha et al , 2013; Singh, et al , 2012; Ogunshola & Adewale, 2012; and National Center for Children in Poverty (NCCP), 2007) focused on socio-economic condition of the beneficiaries. Socio economic background and its aspects covered in above studies individually affect the child's education positively or negatively. Most of the studies focused upon the reasons behind the differential educational attainment of the belonging to different socio-economic background. Studies conducted by Khan, Begum & Imad (2019); Broer et al. (2019); Salameh et al. (2018) Bakar et al. (2017); Ibrahim et al. (2015); Dubow et al. (2012); Hartas & Muola (2010) studied relationship between students' home environment and their academic achievement. Whereas studies conducted by Lara (2019); Mare (2014); Gonida & Cortina (2014); Milne et al. (2012); Topor et al (2011) studied parental involvement in school and children's academic achievement. In addition to this, the studies also found that the children's SES affect their language proficiency, literacy, self-esteem and pessimism towards education and job aspects. The studies show that home environment in terms of support from parents and their involvement tend to affect positive academic

achievement of their children. Few studies had tried to examine the role of teachers and challenges faced in the implementation of the RTE Act, 2009. There are very few studies and little work has been done in understanding the participation of beneficiaries in classroom. Study conducted by Rana (2018) revealed that most of the EWS children did not face any discrimination in classroom but EWS parents had some complaints with the school authorities like pressure for performance, various expenses on co-curricular activities and lack of standardization of belongings of children in school. Most of the EWS families reported that their children had secured A+ grades in the annual school progress report as revealed by the study conducted by Ullas (2021). These RTE beneficiaries might not get the kind of parental support in academics the non-RTE students get. This is compensated by the private tuitions they go for. Study conducted by Mokale (2020) focused on the 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. English-medium education created language barriers for children as highlighted by Sucharita & Sujatha (2018). No extra classes were being taken by the school Ojha (2013). Inadequate pedagogic attention and the failure to give them the confidence to ask questions and clarifications in class and also Dalit children want to ask questions but are afraid to, feel they will be punished, not be listened to, insulted and discriminated against Nambissan (2009). Higgins et al. (2005) studied learning environment and the influence of school and classroom space on education. None of the studies presented the beneficiaries' social participation in the school and type of conducive environment they are getting in school. Most of the studies were talking about the availability of infrastructure facilities in general but none of the study focused on the administrative changes and facilities provided by the schools to the

beneficiaries admitted under Section 12 1 (c) of the RTE Act,2009. There seemed to be a scarcity of literature on finding out the perspectives of stakeholders of EWS Quota under Sec. 12 of the RTE Act 2009. Further, most of the studies done so far had been emphasized on the availability of the various provisions with the beneficiaries. However, acceptability and adaptability among the stakeholders were less studied. Thus, there was a need to focus on the academic and social adjustment of the beneficiaries pertaining to the EWS Quota. The present decade has witnessed a landmark Right to Education Act, 2009 with an aim to educate all children without any discrimination in terms of accessibility, availability and adaptability. The act claims to benefit all the children of school going age. However, the question arises whether the provisions of RTE Act 2009 would lead to Social inclusion of poor children as it is formulated for. As education is one of the most influential agents for social inclusion, studies related to education are significant and useful. Most of the studies so far had concentrated on the importance of education and role of education in economic growth. A large number of studies had focused on the implementation of RTE Act. The present study focuses upon the Section 12 (1) (c) of the RTE Act 2009. Although there are studies available on Right to Education, Act 2009 but they were limited only to check out the status of implementation of the various provision of RTE Act 2009. The present study is not limited to find the status of implementation of Section 12 (1) (c)of RTE Act 2009 only but also led to find out the performance, participation and regularity of the students admitted under EWS Quota of RTE Act 2009. Further, the expectations and experiences of the EWS parents and other stakeholders were tried to be explored. After the careful examination of all the quantitative and qualitative aspects of the present study, suggestions for the better implementation of the EWS Quota to achieve

social inclusion are given. Finding of the studies was expected to give a better picture of Section 12 1 (c) of RTE Act 2009 in beneficiaries' participation in the school.

Thus, the aspects covered in the researches cited has helped in developing tools. The research design adopted was mainly descriptive survey. It was found to be suitable for the present study. The tools used in the study are non-participant observation and semi-structured interview. The review has shown that a comprehensive view of participation academic and socio-cultural aspect is not studied.

The present chapter focused on review of related literature. It reviewed studies related to RTE and participation of beneficiaries, studies related to teachers' role, peers' role, parents' socio-economic status, in general and not specific to RTE are presented in another group.

The next chapter presents methodology adopted for the study.