



A STUDY OF THE IMPLEMENTATION OF 25% RESERVE SEATS FOR DISADVANTAGED AND WEAKER SECTIONS UNDER THE RIGHT TO EDUCATION (RTE) ACT 2009 AMONG ENGLISH MEDIUM SCHOOLS IN PUNE CITY

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Introduction

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

In common parlance, Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Girls, Children with Special Needs (CWSN), and Minorities are considered disadvantaged sections or backward classes. The Socially and Economically Backward Classes (SEBC) have only now been taken up at the national level for attention in education. There are little or no Census data about them. Similarly there are no census data on the educational profile of Minorities and the Disabled Children.

Status of 25% reserve seats for disadvantaged weaker section under the RTE Act 2009

• RTE 25% seat fill rate across states in 2014-15

S. No.	Country/State	Admitted students (%)
1	India	15.1
2	Andhra Pradesh	0
3	Arunachal Pradesh	8.48
4	Assam	13.46
5	Bihar	31.2
6	Chhattisgarh	32.94
7	Delhi	44.61
8	Karnataka	31.55
9	Kerala	4.11
10	Madhya Pradesh	20.86
11	Maharashtra	17.87
12	Manipur	4.07
13	Meghalaya	1.39
14	Goa	1.81
15	Gujarat	6.98
16	Haryana	11.4
17	Himachal Pradesh	4.64
18	Jammu & Kashmir	6.67
19	Jharkhand	4.15
20	Mizoram	0.21
21	Nagaland	2.06
22	Odisha	0.97
23	Punjab	3.55
24	Rajasthan	39.26
25	Sikkim	10.26
26	Tamilnadu	37.75
27	Telangana	0.01
28	Tripura	21.79
29	Uttar Pradesh	0.79
30	Uttarakhand	31.96
31	West Bengal	14.23

(Source: <http://www.rterc.in>, IIM Ahmadabad, RTE Resource Centre)

RTE Admission Status in Maharashtra (till July 17, 2014)

No.	District	Available RTE seats	Filled Seats	Vacant seats	Percentages filled	Percentages of Vacant Seats
1	Ahmednagar	2832	1622	1210	53.74	46.26
2	Aurangabad	2435	179	2256	7.35	92.65
3	Beed	890	92	798	10.33	89.67
4	Kolhapur	1940	596	1344	35.97	64.03
5	Latur	1025	507	518	49.46	50.54
6	Mumbai	8223	1153	7070	14.02	85.98
7	Nashik	3665	1759	1906	47.99	52.01

8	Nanded	713	331	382	46.42	53.58
9	Nagpur	7411	3738	3673	50.43	49.57
10	Pune	13879	4665	9214	31.61	68.39
11	Solapur	4289	1482	2807	34.55	65.45
12	Satara	3554	1500	2054	42.20	57.8
13	Sangli	1640	639	1001	42.25	57.75
14	Washim	552	456	96	84.78	15.22
	Total	53048	18719	34329	39.36	60.64

(Data provided on July 17, 2014 by Directorate of Primary Education, Govt of Maharashtra)

Scope of the study

- This study will be conducted for disadvantaged and weaker section of Pune City.
- The study will be included both the admitted and not admitted students parents, who had applied under the RTE Act 2009 in disadvantaged and weaker section.
- The study will be mainly emphasis on the implementation of admission procedure of 25% reserve seats for socially and economically weaker section under the RTE Act 2009.
- The results and conclusions of the study will be applicable of admission procedure of 25% reserve seats for socially and economically weaker section under the RTE Act 2009 in the Maharashtra State.

Significance of the study

The study will explore the status of the admission procedure of 25% reserve seats for socially and economically weaker section under the RTE Act 2009 in the Pune city. It will be helpful to improve the admission procedure of 25% reserve seats under the RTE Act 2009. The study is importance to guide policy makers, administrators, beneficiaries

The study is important to the socially and economically weaker sections for the following:

1. Improvement in Economic Status
2. Improvement in Social Status
3. Healthy Relations in Family
4. Awareness about Education in society
5. Development of a new vision towards life
6. Quality Education
7. Change in lifestyle
8. Development of confidence

Ethical concerns of the study

1. Privacy refers to the ability to control when and under what conditions participants will have access to their beliefs, values, or behavior.
2. The researcher engaged in research should consider carefully its possible consequences for students, parents, school management and government officers.
3. The researcher engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate, and with due regard for participants' privacy and dignity.
4. Permission from the concerned school principal and concerned authority will be taken in writing.
5. Information obtained about participants in research will be treated as confidential.
6. Consent forms will be signed by the concerned research participants

Objective of the study

1. To know and understand the policies and programmes for the educational development of disadvantaged and weaker sections.
2. To identify the profile of the schools under the study area.
3. To identify the family profiles of the children of disadvantaged and weaker sections.
4. To bring out parental role in the views of awareness, capacity, attitude and perspective to implementation of 25% Reserve Seats under the Right to Education Act 2009
5. To explore the perspective, policy and admission procedure of the school management to implementation of 25% Reserve Seats under the RTE Act 2009
6. To explore the monitoring, procedure, feedback and action of administrative officers to implementation of 25% Reserve Seats under RTE Act 2009

Variables in the study

The variables in the study are listed below:

Independent variables: English Medium Schools, Sex of the child, Age, group size, Economical condition, parental education, type of family, caste and class.

Dependant variable: Attitude, Awareness of Education, perception, Parental role, cognitive factors, biological factors, Abilities and interests, Self concept, Social relationships, motivation

Research Questions

1. Are parents face various technical problems in the implementation of 25% reserve seats under RTE Act 2009?

2. Are Parents Social and Economical status affect on the implementation RTE Act?
3. Does 25% reserve seats affect on the disadvantaged and weaker section?
4. Does administrative role of the government bodies affect on the implementation of 25% reserve seats under RTE Act 2009?
5. Does School management's perspective, policy, admission procedure affect on the implementation of 25% reserve seats under RTE Act 2009?

Research Design

Exploratory Design will useful in following manners for 25% Reserve seats for disadvantaged and weaker sections under RTE Act 2009:

1. Design is a useful approach for gaining background information on the topic.
2. Exploratory research is flexible and can address research questions of all types (what, why, how).
3. Provides an opportunity to define new terms and clarify existing concepts.
4. Exploratory research is often used to generate formal hypotheses and develop more precise research problems.
5. In the policy arena or applied to practice, exploratory studies help establish research priorities and where resources should be allocated.

(Taylor, P. J., G. Catalano, and D.R.F. Walker. "Exploratory Analysis of the World City Network." Urban Studies 39 (December 2002): 2377-2394;)

Sampling method and technique

Sample Techniques: Researcher has used **Krejcie and Morgan Table** to determine the sample size for the research work. To simplify the process of determining the sample size for a finite population, Krejcie & Morgan (1970), came up with a table using sample size formula for finite population. The total population of the parents of the research is around 15000 in for the Pune city, so according to the Krejcie and Morgan Table sample will 375. (<http://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/krejcie-morgan-sample-size-table/>)

Selection of parents and Principal will be done using probability method of random sampling method. Selection of Social workers and Government officers will be done using non-probability method of purposive sampling.

Sr. No.	Research Participants	Number	Sampling Method	Tools of data collection
1	Parents	375	Random Sampling	Structured Questionnaire
2	Principals	Estimated 10	Random Sampling	In depth interview
3	Social workers	Estimated 30	Purposive sampling	Focus Group Discussion
4	Administrators (Education officers, Deputy Education Officers, etc)	Estimated 10	Purposive sampling	In depth interview

Methods of Data Collection

Qualitative research methods will be used to data collection. Qualitative research methods comprise both structured and unstructured tools. Structured interviews like free listing are often useful in developing further information on gathering tools. These methods can furnish relatively rapid preliminary interventions about study population. Tools like Focus Group Discussion, which introduce sensitive topics help the researcher for rapport building with participants and help researcher to explore more for the study.

Tools of Data collection

1. Structured Questionnaire: A Questionnaire will be developed to assess the parents' perception and awareness 25% reserve seats under RTE Act. Structured questions will cover various components on awareness, perceptions, attitude, social and educational status of the parents.

2. Focus group discussion (FGD): Focus Group discussion will be used to collect data from the social workers and NGO. FGD is more structured than general group discussion. Provides rich information Discussion also helps to identify lead and key members of the group.

Conducting focus group discussions (FGDs) with the target population is considered an important step to gaining insights into their thinking. Each focus group discussion (FGD) should be a homogeneous group. They were seated in a circle with a facilitator who conducted the focus group discussion (FGD) using a discussion guide. The script for the focus group discussion (FGD) will be based on review of literature and result of interactions with adolescents. It will serve as a topic guide but the participants can deviate and talk about any other point they felt relevant.

3. In depth interview: In depth interview will be used for the school management and government official. This tool is a key component in qualitative research. Analysis of in depth interviews can help the researcher to identify issues of importance, uncover additional themes and topics for inclusion in the research. Identifying the pattern variation in study

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population helps to give voice to the experience, feelings and perceptions and these will help and can be used at later stage for further research and or intervention.

Secondary Source of data collection: The print and A/V material will be studied from Govt. of India, Govt of Maharashtra, NGO, NCERT, NUEPA, IGNOU, GoI MHRD

Limitations of the study

- The study will be for those who were applied under the RTE Act 2009 disadvantaged and weaker section
- The study will be limited only the English medium schools of the Pune City.

Conclusion

There is RTE 2009 and various policies which are very effective for the educational development of disadvantaged and weaker sections. Most of the schools are located in the city core area, the area of the schools economically and socially rich. Most of the parents are working on daily wages and home maids. Most of them are socially and economically weaker section groups, especially SC, ST and OBC categories and the Annual income of the family is below one lakh. Parents were very active and eager to know about RTE Act. Their perspective was very positive towards the RTE. Most of the school are avoiding to give admission to these students. They are demanding fees, books and uniform cost from parents, also observed that some schools are making discrimination among these students and parents. Administrative officers' role was and feedback towards the RTE procedure is very much positive, but most of the time because of the institutional and political pressure they found hurdles in the implementation of the Right To Education Act.

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