



**ISOLATED COMMUNITIES AND THE PRESENT 'BENEFITS' FROM RTE 2009  
IN ODISHA: AN ANALYSIS OF THE PRESENT TRUE SCENARIO IN THE  
TRIBAL AREAS OF ODISHA STATE**

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**Abstract**

*Education is the most powerful tool which can shape the destiny of an individual as well as the whole nation. It is pity that our great nation failed to eradicate the menace of illiteracy even after 65 years of independence, and this scenario is in a horrible condition in the remote tribal areas. It was 86th constitutional amendment made by the parliament and article 21A in the year of 2002 which made Right to Education a fundamental right. This act bounds all the stakeholders like parents, schools, society, states as well as central governments to play their roles in order to provide free and compulsory education to the children between the 6-14 yrs of age. In India acts are framed but they are not implemented with the true spirit. There are several issues and challenges which still need to explore and discuss for the successful implementation of Right to Education Act. so according to the above matter three research questions and same number of objectives have been taken to justify the topic and highlight the current benefits, scenario and strategies of implementation in the tribal areas. The study highlighted many strategies for better implementation like awareness, responsible organisations, management etc.*

**Key Words:** *Isolated communities, Benefits, RTE 2009, Present true scenario, Tribal areas, Article 21A etc.*



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**Introduction**

It is the primary responsibility of the Government to ensure implementation of the Act. Being part of the concurrent list, the Central and state governments are both responsible for ensuring effective implementation of the Act. There has been significant improvement in terms of the number of primary schools, largely due to additional resources made available through the Sarv Shiksha Abhiyaan to bridge existing gaps. The scheme is now being extended to the secondary school level as well. In addition to the Government's initiative, the private sector has also played a role in improving the state of education in the country and

continues to do so particularly to implement it in the tribal areas. This study is an attempt to explore the benefits of tribal from it and its present scenario in implementation of the RTE.

The various features of the Act and their intended application in making education a meaningful right have been analyzed using the 4A framework (availability, accessibility, acceptability and adaptability) developed by former UN Special Rapporteur on the Right to Education Act 6, Katarina Tomasevski. This framework allows development of an enhanced understanding of its key features and their application.

**AVAILABILITY:** This metric of the 4A framework requires education to be free and funded by the Government. Moreover, it needs adequate infrastructure that is supplemented by trained teachers to enable education delivery.

**ACCESSIBILITY:** This metric of the 4A framework requires development of a non-discriminatory system with measures to include the most marginalized.

**ACCEPTABILITY:** The metric requires development of quality content, which is non-discriminatory, relevant and culturally appropriate in nature. It also requires that a school is safe and teachers are professional.

**ADAPTABILITY:** The metric requires that the education system is able to adapt to the changing needs of society and fight social inequalities such as gender discrimination as well as local issues and contexts. This implies that education should be flexible and respond to the needs and abilities of its students, meet their best interests and adapt to different contexts.

### **Right of Children to Free and Compulsory Education Act 2009 (RTE)**

The Right of children to Free and Compulsory Education (RTE) Act, 2009 passed by the Indian Parliament mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighbourhood school. There is also a reference of children with disabilities in the Act, who are to be given elementary education in the age range of 6-18 year. The Act also has a provision for every child, who is above six years of age and has not yet been admitted to any school or could not complete his/ her elementary education due to any reason, to be admitted in a class appropriate to his or her age. The child admitted under age-appropriate admission has a right to receive special training or additional instruction in order to be at par with other children of the class. However, there is an important concern over implementation of RTE Act in the school system with reference to the special training or instruction, its modalities and execution. The states are expected to respond to the situation arising out of the implementation of the Act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development of special training programmes for out of

school children admitted to age appropriate classes and preparation of relevant teaching learning materials for them. Various important provisions in the Act are:

- Right of disabled child to receive free and compulsory elementary education in a neighbourhood school up to the age of 18 years
- Completion of elementary education for children even after fourteen years of age
- Right of child to seek transfer to any other school
- Prohibition of holding back and expulsion of child
- No child is denied admission because of lack of proof of age
- Formulating standards and norms for school management committees
- Qualification, terms and conditions of services of teachers
- Filling of vacancies of teachers
- Pre-school education (states/UTs may provide for this )
- Duties of teachers, redress of grievances and many more

As the above provisions are not taken into consideration by the govt. in time to time the following is the true scenario and status of remote tribal areas. This shows the act is not fully impact on the education system of tribal areas and their education.

**Enrolment and Drop-out ratios in various districts of Odisha by residence and gender**

Enrolment (6-17 years, %)					Drop out (6-17 years, %)			
District	Total	Urban	Rural		Total	Urban	Rural	
			Male	Female			Male	Female
<b>Balangir</b>	79.3	87.9	80.9	76.3	19.4	11.9	18.2	21.9
<b>Baleshwar</b>	89.5	92.2	90.1	88.1	9.3	6.3	9	10.3
<b>Bargarh</b>	73.4	84.4	72.8	72.1	25.7	14.9	26.5	26.8
<b>Bhadrak</b>	85.4	78.1	88.8	84.1	13	18.1	10.4	14.2
<b>Cuttack</b>	88	90.8	88.3	85.7	11.4	8.7	11	13.6
<b>Dhenkanal</b>	82	87.8	84.2	78.7	17.2	12.2	15.1	20.2
<b>Ganjam</b>	83.3	88.5	84.4	80.5	15	10.7	14.2	17.2
<b>Jagatsinghapur</b>	91.3	95.8	91.3	89.9	8.3	3.9	8.1	9.7
<b>Kalahandi</b>	81.2	-	83.6	75.9	14.7	-	13.4	18
<b>Kandhamal</b>	89.4	94.2	89.5	88.5	9	5.4	8.8	10
<b>Kendujhar</b>	79	80.8	79.3	78	15.9	14.3	16.4	16.1
<b>Khordha</b>	89.4	93.2	87.7	85.8	10	6.2	11.7	13.6
<b>Koraput</b>	72.7	84.1	74.1	66.8	16.6	12.2	16.7	18.2
<b>Malkangiri</b>	75.5	95.7	76.7	70.8	13	3.7	13.3	14.4
<b>Nabarangapur</b>	67.4	-	68	65	21.6	-	22.1	22.1
<b>Puri</b>	90.6	90.5	91.5	89.6	8.9	8.3	8.2	9.9
<b>Sundargarh</b>	85.9	91.2	84.1	82.8	12	7.7	14.3	13.6

**Source: Annual Health Survey of Odisha, Census of India, 2011 (Select districts)**

**Review**

Following are the literature which will provide a critical scenario of present RTE act in different areas like: **Praveen Jha and Pooja Parvati (2010)** opine that though the

Government of India had shown a degree of urgency and seriousness in education in the recent years especially a significant enactment of Right to Children to Free and Compulsory Education Act (2009). The authors expressed that the Act had a rough road ahead as ‘how’ and ‘where to’ had remain ambiguous. They highlighted certain concern features for the effectiveness of the Act such as passing of the RTE Bill by Parliament without accompanying financial memorandum, spending less amount on education by the Government as much below recommended by many commissions, committees, etc, the issues of sharing the requisite costs between the centre and the state, lack of clarity of the Act especially about the meaning of child, lack of flexibility, eligibility, accountability, quality of education, short term political gains, poor judgment on the part of politician and policy makers had major roadblock on accomplishing goals. However, they remained positive that with appropriate modification and financial provisioning offers a great opportunity to correct the anomaly of poor education outcomes and can delivered on the long standing commitment of providing basic and quality education. **Puja Pednekar** (2010) highlighted how Right to Education had help the parents to re-admitted their children to the school by demanding the school officials even though the students had fail in the examinations. **P. Mohan Rao and C.G.K. Murthy** (2010) opined that the improvement in the education system in India was slow due to uneducated parents, an unaffordable education system and inadequate schooling facilities. The Right to Education Act 2009 envisages for compulsory and quality education to all children and to equip them with knowledge, skills and values. Further, they were of the view that without upgrading the standards and competencies of the teachers and without providing the required infrastructure and facilities, it is unable to achieve the objectives of the Act or universal education. They suggested various measures and recommended specific provisions for disadvantaged groups such as child labourers, migrants’ children, children with special needs and those who have a disadvantage owing to social, cultural, economical, geographical, linguistic, gender, etc. **Economic and Political Weekly** (2011) assessed the effectiveness of Right to Children to Free and Compulsory Education Act 2009. Though there are improvements in education especially in physical infrastructure of the schools however the Annual Status of Education Report (ASER) highlighted the declined of enrolled students present in the class over the past five years and also declining of quality of learning. Further, suggested to recruit enough teachers in the school, focus attention on text books, the training of teachers, making the learning process engaging enough to retain the children who had been persuaded to enrol in other words, the government needs to focus on quality education. **Prabir, Sahu and Afzal** (2011) studied on “Right to Education: effective use of ICT for

reaching out to socially and economically weaker sections in India”. This study revealed that most of the enrollment in the coming several decades will be in developing countries and India will contribute a significant proportion of that expansion. India by enacting right to education act, 2009 has set out on an ambitious path to provide free and compulsory education to all children in the 6 to 14 age groups. As a result the number of students enrolled in elementary schools in far flung villages would definitely see a quantum jump. Challenges of funding, availability of qualified teachers, and building a sustainable academic culture and school infrastructure are significant and real. Providing access to the free education for the children of downtrodden peoples like tribal lower castes, and dalits is a complex issue in India wherein the fragmentation in the society along religious, ethnic and linguistic lines is deep rooted. In addition, rampant poverty which is the root cause of child labour leaves no time for the affected children to undertake formal schooling. We also explore the ways in which the strengths of ICT can be averaged in achievement of the goal. **GOI (2010)** conducted a survey that RTE Act is a basic step to improve the accessibility of every kid to optional and advanced education. To convey India closer to accomplish national instructive advancement objective. RTE Act is the heart of UNESCO in its central goal and stands prepared to put every one of the endeavours to guarantee its fruitful implementation. In the report of UNESCO 2010 Education for All Global Monitoring Report there are pretty nearly eight million Indian youngsters who do not go to the school most extreme are the young ladies of the age six to fourteen years. It was noticed an enrolment rate was increased by 22.5% overall in between 2000-2005 and 31% for girls only. But it was found that 25% of children left the school before completing the primary education. **DORE (2011)** conducted an overview of 600 instructors over 60 SSC schools (30 supported and 30 unaided) by a non-benefit gathering, Parent Teacher Association United Forum and found that just 60% of unaided teachers and half of helped schools educators were mindful of their obligations and obligations as enrolled under this Act. While 71% supported teachers were mindful of what the Act says in regards to kids' rights, just 54 % of unaided teachers thought about this. Further, just 45% of helped schools instructors and 52% of unaided teachers were mindful of the school's obligations and obligations. **Venu Narayan (2010)** argues that while there has indeed been an upsurge of private schools that are driven by capitalist entrepreneurship, rather than pointing to an inevitable phenomenon of failed markets, this upsurge could well be seen as the product of failed regulation. The government’s tendency of trying to prevent profiteering by choking supply through regulatory overkill has often promoted greater corruption and lower quality, when groups with political leverage manage to capture licenses.

Sure enough, the RTE's long list of recognition criteria has already generated an increase in corrupt inspectors demanding bribes in exchange for not closing down schools, or of schools maintaining false records with inflated fee and salary figures (**Das 2010; Rao 2010**).

### **Rationale of the Study**

Children belonging to disadvantaged groups, e.g. SC/ST/BPL, have specific economic and social problems and special focus is needed to ensure RTE to the children of these categories. Various categories of children with disabilities have special needs depending on the nature of disability. Therefore, special aids and appliances, educational materials, special teacher support and infrastructural modifications are required to ensure RTE to these children. Awareness of inclusive education at all levels - functionaries, head teachers/ teachers, parents and community - is of paramount importance and urgent steps in this direction are indispensable. The study explored all these aspects.

- National Policy on Education in 1986 emphasized on universal access to education, enrolment and retention of children upto the age of 14 .
- Sarva Shiksha Abhiyaan in 2005 tried to fulfil the goals of the NPE by way of improving school infrastructure and provision of enabling conditions.
- Right to Education Act in 2010 tries to bridge the gap in provision of elementary education by taking up the cost burden of poor parents in sending their children to school.
- Rural areas continue to lack awareness; schools and children in such rural areas still tend to remain backward.
- There seems to be a constant surge in dropout rates, which renders the goals of the RTE unfulfilled.
- The infrastructure for education in rural areas lags behind urban areas, and inequalities still exist despite universalisation of the Act.

### **Objectives**

Following are the research questions for the present study

1. To explore the possible vocational training of the students lead to livelihood security for their future.
2. To find out some everlasting innovative policies towards inclusion of the tribal students in to educational systems.
3. To highlight some valuable suggestions for its better implementation in the rural tribal areas

### **Research questions**

The present paper tried to highlight the following issues like

1. What are the current vocational training can be provided under the umbrella of RTE Act to the tribals to lead their life in a better way?
2. What are the current programmes going on in these areas for their inclusion in the educational system?
3. How can this Act. will be better implemented in the remote tribal areas?

### **Methodology of the study**

#### **Methodology**

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to measure the impact and effectiveness of RTE Act. and issues with regarding to the tribal dropout problem and education and their inclusion, Also the problems and its eradication from the root.

#### **Secondary data collection**

The sources of secondary data are the published and unpublished reports. Data from secondary sources were gathered from books, articles, journals, published reports, and Government documents. Quantitative information with regard to current impact, issues on Integrated policies and issues on RTE Act and tribal inclusion.

#### **Analysis and Interpretation**

##### **Current vocational training under RTE and tribal existence**

#### **Vocational Training**

India needs to train 70 million people in vocational skills over the next five years. In addition, there is a need to retrain another 360 million workers. The government's target is to train 500 million people by 2022, also by encouraging the participation of entrepreneurs and private organizations. The target is high. The workability of the structure that India has developed would depend on the capacity of the people who are responsible for reaching the objectives. Efforts over the past few years have not yielded satisfactory results with regard to the achievement of the objective in a defined period. Against the background of a huge gap between skills demand and supply, India has taken the initiative to develop a system of vocational training. Under the system, young people are provided with skills-related training. The Directorate General of Employment and Training under the Ministry of Labour of the GOI formulates policies, laying down norms and standards and conducting trade tests and

certification of vocational training under the aegis of the training advisory body, the National Council of Vocational Training. The main objective of the scheme is to provide employable skills to school leavers, existing workers and IT graduates. Youth employability must be increased through skill development and vocational training. The GOI has realized the importance of skills. A Coordinated Action Plan for skill development has been approved by the Cabinet to have a target of 500 million skilled persons by 2022. »A three-tier institutional structure consisting of: (i) the Prime Minister's National Council on Skill Development, (ii) the National Skill Development Coordination Board and (iii) the National Skill Development Corporation, has been set up to take forward the Skill Development Mission (GOI 2010: 205). This is an important initiative (S. Mahendrav Dev 2011).

With keeping in view of the above need here emphasized following need based vocational various trades according to the need and interest of the students as well as current society.

So Govt. should introduce a large scale and different vocational based education like:

- I. Computer Training
- II. Composite Farming
- III. Food Processing
- IV. Animal Husbandry
- V. Art and Craft
- VI. Tailoring
- VII. Appliqué
- VIII. Making soft toys
- IX. Chemical works (phenyl, hand wash, dish wash etc.)
- X. Recycle Paper
- XI. Painting
- XII. Photo Framing
- XIII. Incense Sticks
- XIV. Food processing and preservation
- XV. Medical Attendant
- XVI. Security Guard Training
- XVII. Bakery
- XVIII. Pisciculture
- XIX. Driving
- XX. Mineral water processing



With a huge scale with the principle like at least one vocational course is necessary for everyone. KISS ( Kalinga Institute of Social Sciences) introduces different vocational education because vocational education link with productivity economic development and individual productivity. It is designed to impart necessary occupation skills among the tribal student to mould them in to successful and make them fit in to job market along with prove themselves one of the major stake holder in the process of national development. Also one of the main aims of this institution is that when the completion of the study they involved in any vocation for the maintaining livelihood. we can say this is the real sense of RTE along with employability education provided by the institution, so this model can be followed by govt. for better implementation and success of this act in these rural tribal areas.

### **Innovative policies towards inclusion of the tribal**

Inclusion often requires a shift in people's attitudes and values. Such change takes time and involves significant reassessment of conceptions and role behaviour. Awareness rising should involve both better understanding of inclusion education and that societies become more tolerant and understanding. National policies on inclusion, local support systems and appropriate forms of curriculum and assessment are important to create the necessary context for the development of inclusion. Educational institutions should not see themselves as the only experts on education. Expertise need not always be available in every school, but it is important to secure access to specific competences when needed. This is reflected in the gradual transition in some countries of special schools into resource centres with outreach services to support the regular school system and offer guidance to families in their efforts to support their children. In this juncture govt. should make adequate and area specific policies like:

#### **Attitudinal changes and policy development**

- **The term inclusive education** needs to be further clarified and adopted by educators, governmental and non-governmental organizations, policy-makers and social actors.
- **The lack of understanding, awareness and support** in society about inclusive education needs to be addressed through advocacy and dialogue at regional and national levels.
- **Long-term sustainable policies of economic and social development** need to take inclusive education into account.
- **An integral multi-sectoral and collaborative approach** is needed to guarantee the right to education.

- **Regional and national dialogues** are needed to ensure public understanding, awareness and support of policies.

#### **Ensuring inclusion through early childhood care and education**

- **Early childhood interventions** should be seen as a sustainable way to guarantee the right to education for all children from the start.

#### **Inclusive curricula**

- **Cohesive transition and articulation of the curriculum** between early childhoods, primary and secondary education is key factors in preventing drop-outs from level to level and ensuring retention.
- **Curricular changes** are necessary in order to support flexible learning and assessment.
- **Opportunities for informal and non-formal education** should be developed in the curriculum.
- **A highly academic, heavily overloaded curriculum is counterproductive** to inclusive education.
- **Multiple stakeholders should be encouraged to participate in curriculum design.**

#### **Teachers and teacher education**

- **Teacher-education programmes**, (both pre-service and in-service) should be reoriented and aligned to inclusive education approaches in order to give teachers the pedagogical capacities necessary to make diversity work in the classroom and in line with reformed curricula.
- **Training of all education professionals**, including members of the community, are essential to supporting an inclusive school.
- **The creation of incentives renewing teachers' social status** and improving their living conditions are necessary pre-conditions to professionalizing the role of teachers (e.g. increasing salaries, providing better living quarters, providing home leaves, increasing respect for their work, etc.)

#### **Resources and legislation**

- **National legislation** should be changed and revised to incorporate notions of inclusive education.
- **International conventions** should be signed and ratified and reflected in national legislation.
- **Implementation of policy and laws** should be promoted and enforced.

- **Budgetary allocations** for inclusive education should be equitable, transparent, accountable and efficient.

### **Innovative strategies according to the present context**

#### **Suggestions for implementation of the RTE Act**

Suggestions given by respondents maybe categorized under four broad areas:

##### **Awareness**

Awareness among communities about the Act is one of the key aspects for its successful implementation. At present, awareness among people about the Act is low. Unless people understand its contours, there will be limited initiative and ownership on their part. Civil society can play a much larger role in creating this awareness.

##### **Capacity development**

Capacity development is required at various levels to operationalize the Act. At the community level, SMCs and Panchayat Raj Institutions (PRIs) need to be trained about their roles and responsibilities; strengthening of systems and human resource development is also needed to make efficient use of available resources, and most importantly, teachers should be trained to impart child-centered education.

##### **Management**

Management functions should be reviewed and bottlenecks in implementation of the Act identified. Planning and monitoring of programs is as important as improving the quality of education imparted. Both require different set of skills.

Four tiers in the management structure need to be strengthened and empowered to make implementation of the Act more effective.

- i. The Centre should also address state-specific concerns and provide support, if required. If some states are dragging their feet in implementing the Act, the Centre can demand its implementation by linking it with the SSA and other development grants.
- ii. The State Commission for Protection of Child Rights (SCPCR), which is the monitoring agency for implementation of the Act in different states, has not been effective in many of them. It is therefore important to ensure that an effective SCPCR is in place.
- iii. Local authorities need to play a crucial role. Effective implementation of the Act will depend on how effective Gram Panchayats (GPs) and Nagar Palikas are. They need to be given sufficient resources to implement the Act.
- iv. There should be a bottom-up approach and more autonomy given to schools. These should then be monitored through independent mechanisms.

## **Innovations**

There have been many innovations in the area of classroom transactions and distribution of entitlements from which one can learn. Today, technology can be put to good use to collect information and make planning more need-based. For example, the Delhi Government has initiated online attendance of teachers. The register closes at a specified time and teachers who do not mark their presence up to that time are marked absent. Similarly, teachers desirous of seeking transfers can make online requisitions and even give their preference for the schools to which they wish to be transferred. This helps to streamline the process of attendance and transfers.

Odisha still has a long way to go in achieving the benefits and to effectively implement the RTE. So along with above following steps can be undertaken for better implementation of this act in the tribal remote tribal areas.

- Intra-district variations in socio-economic characteristics and high levels of tribal concentration lead to regional variations in enrolment and dropout ratios.
- Improving infrastructure for schooling requires judicious investment by the State keeping in mind such regional differentials.
- The lagging districts in particular, must be focussed upon and State investment should flow to these backward areas to make schools closer to such children, with a supply of textbooks, stationery, more teachers and more physical infrastructure.
- It is also important to increase awareness about education and the benefits thereof among tribal and backward classes.

## **Conclusion**

Therefore, in the concluding remarks it is wished to state that passing an act is not sufficient. The need of hour is to implement and monitor the act properly, particularly in the remote areas of the country. The consistent monitoring and intention of the political will is a must to make it successful in the Indian context. According to the UNESCO "Education for All Global Monitoring Report 2010", about 135 countries have constitutional provisions for free and non-discriminatory education for all. The much awaited Right to Education (RTE) Act which has been passed by the parliament of India should play an important role in achieving universal elementary education in India. The success and failure of RTE would largely depend on consistent political attention. Budgetary allocation of funds should be sufficient in this respect. The youth and civil society in India should come forward and spread the usefulness of education to illiterate parents who are unable to appreciate the relevance of education in curbing the social evils. Social inequalities and monopolization by any group

should not be permitted at any cost. Education which is free of cost up to a certain age must be accessible to all. . The right to education is a fundamental right and UNESCO aims at education for all by 2015. India along with other countries of the world should also put sincere efforts to make this goal a real success.

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