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"AWARENESS OF RIGHT TO EDUCATION ACT AMONG SPECIAL EDUCATOR"

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ABSTRACT: Education is a human right and essential for realization of all other human rights. It is a basic right which helps the individual to live with human dignity. Education develops manpower for different levels of the economy. According to UNESCO data largest numbers of illiterate people of world are in India. The number of child labour in India is the highest in the world and most important reason for this is the prevailing illiteracy amongst the vast majority of Indian population. The primary role of education is to empower the child through a Liberalize process. In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education. Right to Education (RTE) has finally become a fundamental right for each and every child in our country. The government of India made it fundamental right for children from 6 to 14 years to receive free and compulsory education. The aim of compulsory education right to education is to 'protect' children's right to education because children have no way of asserting that right for themselves when through neglect or ignorance, no attention is paid to this need. Children have a right to live their childhood fully. If the base is not proper, how can the structure be proper? The right of children to free and compulsory Education has come into force from April 1, 2010. This is a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21(A) of the Indian constitution. This Act will ensure free education to more than 92 lac out of school children in India. RTE Act gives every child the right to quality elementary education. The key point of this act is coordination among various departments at different levels. Also, it includes donation free environment including abolishment of interview of child as well as parents. So this research helps in indicating that why quality of education is more important and why the Special Educator should aware about the basic rights of education, so that in unpredictable future may be they are able to achieve some of the target.

INTRODUCTION: The child gets admission in the school. Right to education was ensured. But there are other things also in the process of receiving education which the child has to. Among these, receiving quality education is of utmost importance. It is not a matter of simply receiving education, but receiving good quality education. The human resource is too precious to be neglected or to be wasted. It is said that education must be of satisfactory quality only when education satisfies quality, would people be willing to pay the opportunity cost of sending their children to school. Logically, recognition of the right of the child to education also implicitly recognizes that the education provided must be the kind of education that the people would want for their children. The primary role of education is to empower the child through a libertine process. Children should be provided an opportunity to express themselves in an atmosphere free from punitive punishment. The child should receive education in a conducive atmosphere which will optimize the learning experience. Keeping intact the dignity and self-respect of the child is very important to generate a dignified learning experience for the child. The Right to Children to Free and Compulsory Education Act has come into force from April 1, 2010. This is a historic day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by Article 21 A of the Indian Constitution. This Act will ensure free education to more than 92 lac out of school children in India. RTE Act gives every child the right to a quality elementary education. This Act may be called the right to Children to Free and Compulsory Education Act, 2009. It shall extend to the whole of India except the State of Jammu and Kashmir. It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

RIGHT TO FREE AND COMPULSORY EDUCATION: Every child of the age of 6-14 years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education. For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expense which may prevent him or her from pursuing and completing the elementary education. Provided that a child suffering from disability, as defined in clause (i) of section 2 of the persons with the disabilities Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provision of chapter V of the said Act. Every child between the ages 6-14 years has the right to free and compulsory education. This is stated as per the 86th constitutional amendment act added under article 21(A). The right to education seeks to give effect to this amendment. The government school shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee. The National commission for elementary education shall be constituted to monitor all aspects of elementary education including quality. Governance for free and compulsory education: duties, responsibilities and functions: The RTE Act makes an elaborate arrangement

to spell out the jurisdiction and obligations of various administrative authorities responsible for implementation of the Act. These are: RTE Implementation Authorities, Union Government (Sections 6 to 8 and 35 to 38), State/UT Government (sections 6 to 8 and 35 to 38), National/State Commission for Protection of Child Rights (sections 31 to 32), Local Authorities (Sections 9), School Management Committee (sections 21 to 23), Schools (sections 12 to 20), Teachers (section 25 to 28).

HISTORIC PAST OF RTE: In India: Many Educationists, Socialist, and Freedom fighters etc. had stressed on free and compulsory primary Education. Indian Constitution left it as vague plea to the states to endeavor to provide free and compulsory education to all children up to age of 14 but the access of primary education is a question today. It was only in December, 2002 that the education was made a fundamental right in the 86th amendment to the constitution. A first draft of the legislation of the above article 'Free and Compulsory Education for children Bill, 2003 was prepared and posted on website in October 2003, inviting comments and suggestions from the public at large. A revised draft of the bill entitled free and compulsory education bill, 2004 after taking into account suggestions received on this draft was prepared and posted on website in 2004. The CAGE Committee drafted the Right to Education Bill and submitted to the Ministry of HRD. Ministry of HRD sent this to NAC (National Advisory Committee). NAC sent the Bill to PM for his observation in June 2005. The finance committee and planning commission rejected the Bill citing the lack of funds and a Model bill was sent to states for making necessary arrangements. Six years after an amendment was made in the Indian Constitution, the union cabinet cleared the Right to Education Bill. The bill was tabled in Rajya Sabha on December 15 and it was passed by Lok Sabha on 4th August 2009 and officially included in the Gazette of India on 10th April of 2010. Since, then the Act of Right to Education is implemented. Right to Education comes under the right to development. It is a laudable step by the government of India to have granted this right to the children. However, once the right to education is granted, that is not the end of it. We need to look beyond that and ensure that this right to education which guarantees education for each and every child should also lead to a quality education making the child an enlightened, productive and useful citizen of the country. The Right to Education should also ensure that the process of education is lively and takes into account the individuality of each and every child, gives them a learning experience which is humane, nurturing, stimulating and encouraging. This calls for being aware about the Rights in Education.

The right to education does not limit education to the primary or the first stage of basic education, or among children of a particular age range. The right to education is also not an end to itself, but an important tool in improving the quality of life. Education is key to economic development and the enjoyment of many other human rights. Education provides a means through which all people can become aware of their rights and responsibilities, which is an essential tool for achieving the goals of equality and peace.

As part of the United Nations Literacy Decade (2003-2012), the Commission on Human Rights urged member states: To give full effect to the right to education and to guarantee that this right is recognized and exercised without discrimination of any kind; To take all appropriate measures to eliminate obstacles limiting effective access to education, notably by girls, including pregnant girls, children living in rural areas, children belonging to minority groups, indigenous children, migrant children, refugee children, internally displaced children, children affected by armed conflicts, children with disabilities, children with human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) and children deprived of their liberty." (Resolution 2002/23) Thus, education about human rights is closely related to the right to education. International and regional human rights noted in various documents (declarations, resolutions, and conventions) emphasize that the knowledge of human rights should be a priority in education policies. UNESCO believes that education is an essential human right and achieving this for all children is one of the biggest moral challenges of our times. The Right to education is an integral part of the Organization's constitutional mandate which expresses 'the belief of its founders in full and equal opportunities for education for all' and 'to advance the ideal of equality of educational opportunity'. In addition, the right to education is enshrined in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child. During the World Education Forum held in Dakar, Senegal in 2000, the Right to Education was strongly re-affirmed through the Education for All (EFA) goals including expanding early childhood education, universal primary education, lifelong learning and skills, improving educational quality, increasing adult literacy and gender parity in education. The target devoted to primary education seeks to ensure that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. However, in spite of all the commitments made by governments in Dakar and although many countries are signatories to international instruments for providing education for all, millions of children still remain deprived of educational opportunities, especially free and compulsory quality basic education. India has made a concrete effort to address this issue by amending its Constitution to make quality elementary education the right of every child, thereby strengthening the legal framework for providing free and compulsory quality elementary education for all the country's children.

Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and hazardous labour and sexual exploitation, promoting human rights and democracy, protecting the environment, and controlling population growth. Increasingly, education is recognized as one of the best financial investments States can make. But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, are one of the joys and rewards of human existence. The right to education is a fundamental human right. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age or disability, is entitled to a free elementary education.

This right is explicitly stated in the *United Nations' Universal Declaration of Human Rights (UDHR), adopted in 1948: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. ..."* (Article 26)

Ensuring access to education is a precondition for full realization of the right to education. Without access, it is not possible to guarantee the right to education. Quality of education is the other side of coin. Providing access to schools secures only one part of the right to education. Once in school, children can be subjected to indoctrination (e.g., in communist countries). *As stated, in the UDHR: "... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among ... racial or religious groups. ..."* (Article 26)

SIGNIFICANCE: Right to Education is a futuristic perspective. Promoting universal education is indeed an effective tool to prevent human right violations, especially for children belonging to the poor, illiterate and vulnerable sections of the community everywhere in the world. Teacher is the future builder of a nation in the impressionistic age. Our society is the mix structure of caste, class, religion etc. Teacher is the best motivator and plays the role of good guide in removing all these problems. Teacher can implement government policies in a better way to achieve educational goals. If India has to grow into a developed nation, it must put its 'house in order' in the form of high class education in primary, secondary, vocational and higher education. So we can say that the problems are solvable and the ways of doing are scalable. That is why awareness about right to education among Special Educators is becoming the demand of the society as demand changes according to the needs of the time. The awareness among Special Educators help the country to develop in a more creative and efficient manner for the betterment of the society. Data collected till now does not emphasis much on educational backwardness and caste problems. So this research helps in indicating that why quality of education is more important and why the Special Educators should aware about the basic rights of education, so that in unpredictable future may be they are able to achieve some of the target. It helps us in knowing not only about the quantity of awareness but also about the quality of knowledge providing in schools. **"Right to Education is every Child Right"** Your support can make it happen!! Every child is a dream-Hoping to be realized Indian education is so uneven. Big picture and small picture to be tackled together.

OBJECTIVES: 1. To compare awareness towards Right to Education of male and female Special Educators of Urban Area. 2. To compare awareness towards Right to Education of male and female Special Educators of Rural Area.

HYPOTHESES: 1. There is no significant difference between awareness towards Right to Education of Special Educators of Urban Area. 2. There is no significant difference between awareness towards Right to Education of male and female Special Educators of Rural Area.

DELIMITATIONS: The study is delimited to the Special Educator of Rohtak city. The study is further delimited to a sample of 60 Special Educator.

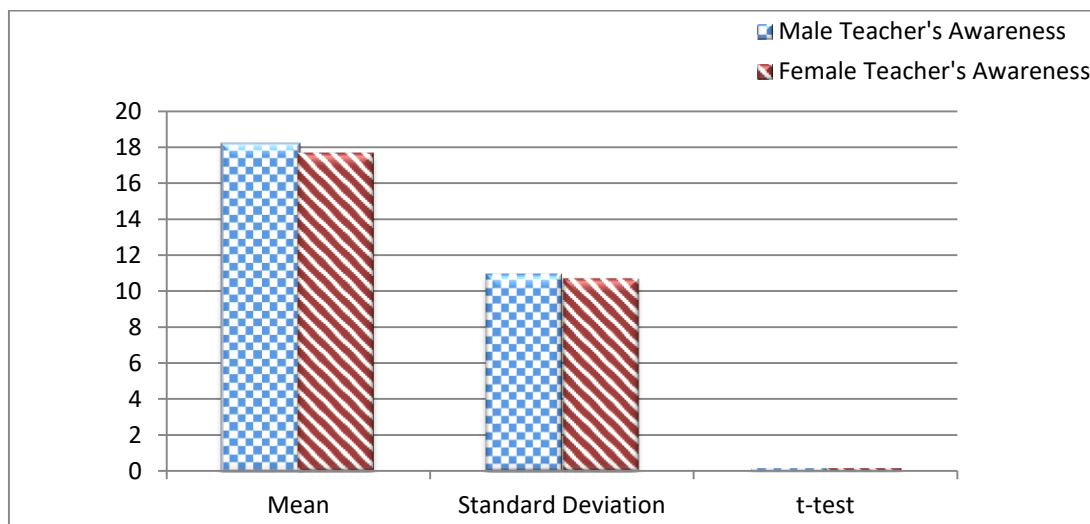
RESEARCH METHODOLOGY: Descriptive survey method is used for the study. For the purpose of the study, a sample of 60 Special Educator (30 Rural + 30 Urban) from Rohtak, Haryana is selected. Stratified random sampling is used to select the sample. A self-made questionnaire is prepared to measure the Awareness of Special Educator towards RTE. Mean, standard deviation and t- test is used to analyses the data.

ANALYSIS OF DATA: The data collected on the basis of Yes or No which was administered and analyzed by using following statistical tools: Mean, Standard deviation, And t- Test.

Objective 1: To compare awareness towards Right to Education of male and female Special Educator of Urban Area. Comparison of urban area male and female Special Educator about RTE awareness:

TABLE I

Variable	No. of Special Educator	Mean	S.D	T-test	Remarks
Male awareness	30	19	12.3	0.0562	Not significant at 0.05 and 0.01 level
Female awareness	30	18.83	11.09	0.0562	

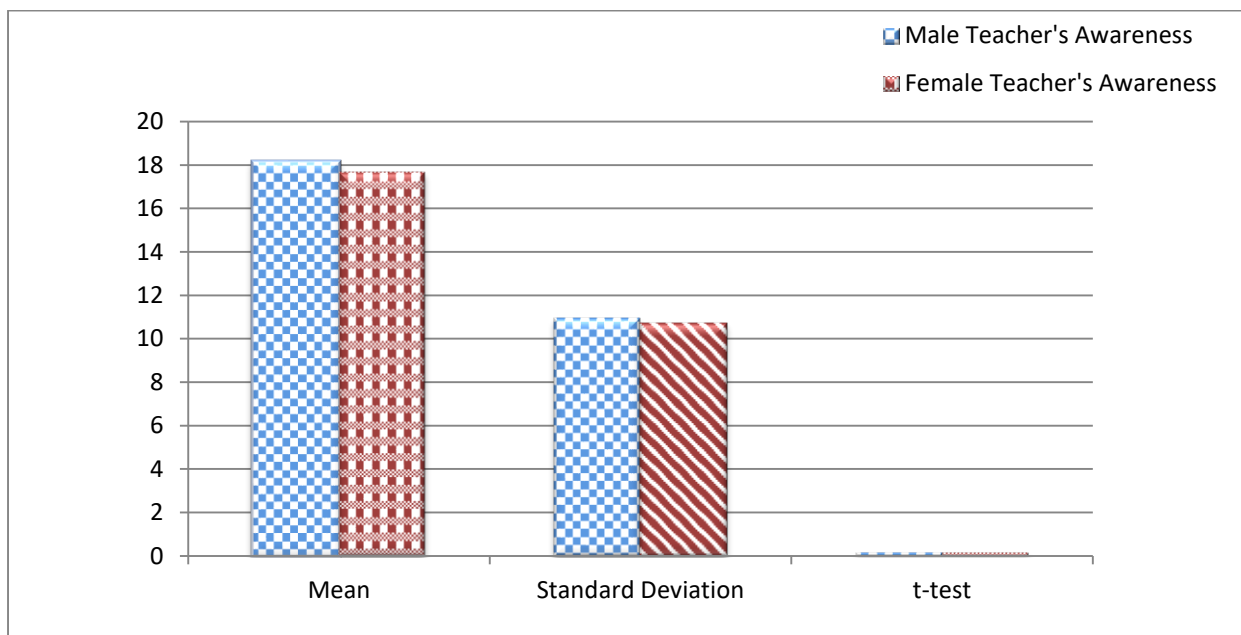


INTERPRETATION: It is observed from the table that the computed value of t-test obtained after employing t- test 0.0562 which is not significant at 0.05 levels, indicates no significant difference between urban male & female Special Educator in their awareness towards RTE. So far as the mean values concerned, male Special Educator scored higher than the female Special Educator in questionnaire. But to test whether the difference in mean values is only due to chance or a real significant difference exists, the following null hypothesis is tested by using t-Test. So the null hypothesis is retained.

Objective 2: To compare awareness towards Right to Education of male and female Special Educator of Rural Area. Comparison of rural area male and female Special Educator about RTE awareness:

TABLE II

Variable	No. of Special Educator	Mean	S.D	T-test	Remarks
Male awareness	30	18.16	10.93	0.178	Not significant at 0.05 and 0.01 level
Female awareness	30	17.66	10.725	0.178	



INTERPRETATION: It is observed from the table that the scores obtained after employing t- test 0.178 which is not significant at 0.05 levels, indicate not significant difference between rural male & female Special Educator in their awareness towards RTE. So far as the mean values concerned, male Special Educator scored higher than the female Special Educator in the questionnaire. But to test whether the difference in mean values is only due to chance or a real significant difference exists, the following null hypothesis is tested by using t-Test. So the null hypothesis is retained.

FINDINGS: Mean scores obtained by both the male and female Special Educator, shows a favorable awareness towards RTE. Both male & female Special Educator strongly favor the imparting about RTE i.e.:

- 1) It has been found that Male Special Educators towards awareness of RTE is favorable.
- 2) It has been found that Female Special Educators towards awareness of RTE is less favorable.
- 3) It has been found that Male Special Educator have positive attitude towards RTE in urban area.
- 4) It has been found that Female Special Educator have positive attitude towards RTE in rural area.
- 5) It has been found that there is no significant difference between urban male and female Special Educator towards RTE.
- 6) It has been found that there is no significant difference between rural male and female Special Educator towards RTE.

CONCLUSION: Purpose of the study is to find out the comparison between urban and rural Special Educator of Rohtak, Haryana. In accordance with the analysis done and interpretations made of the data the following conclusion is made by keeping in view the purpose stated above that the urban and rural Special Educator is high, there is necessity to develop the awareness towards RTE, which in turn helps them to develop the same among their students. They should be sublimated through constructive activities. New techniques and methodology helps in work as well as create a conducive environment which should be the base of the urban and rural Special Educator. According to study, it can be concluding that there is no significant difference between urban and rural Special Educator. There is no significant difference in the mean score of urban Special Educator in comparison to their gender. There is no significant difference in the mean score of rural Special Educator in comparison to their gender.

IMPLICATIONS: The result of the study can be of great use in our practical life. Study of the RTE awareness of the Special Educator can reveal the functioning of their mind. What do they think? In what way they take the things in their day to day life? What are their own views about their own selves? How do they view themselves and others? These are some of the things which can be known very easily. It is relative through out to the environment in which nurtured with positive RTE awareness. The Special Educator can manage their working in such a way that they achieve the maximum in their lives through awareness about their rights whether it's about education or other. The result of the study can be of great help to guidance and counseling workers. They may guide the students properly in the modern time, if they aware about the Rights of Education towards the new spectrum of life.

SUGGESTIONS FOR IMPROVEMENT: Now these days RTE should be made a compulsory at all levels of education and adequate place should be awarded to it, in the curriculum. Every educational institution should also provide sufficient hours in their college calendar, seminar, debates etc. should be arranged to provide a common platform to foster awareness and consciousness towards RTE. RTE should need to applicable to the fullest extent in also far by areas to meet the complete education target for betterment of the country.

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