



AWARENESS OF TEACHERS TOWARDS THE DIFFERENT DIMENSIONS OF RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT-2009 IN TRIBAL AREAS OF ODISHA

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ABSTRACT

The present study has been undertaken to analyse the awareness about the different dimension such as Concept of RTE Act., Provision of RTE Act., Norms and Standards of RTE Act., Responsibility of Teachers, Parents and SMC of Right to Education Act among teachers of tribal areas of Odisha. In this study, the investigator used a survey method by which Kandhamal District in Odisha was taken as a population. Out of 12 blocks in Kandhamal District, 04 blocks were selected randomly. From each blocks 10 elementary schools were selected. 220 teachers were involved in this study. Self developed Awareness test for teachers was used for the collection of data. Data were analyzed with the help of statistical techniques like Mean, SD, t-test and f-test. The result of the study showed that, the mean scores of the male elementary school teachers are high in all dimensions except the dimension of Provision. This reveals that male teachers are more aware about the RTE Act in three dimensions namely Concept, Norms and Responsibility of Teachers, Parents and SMC members, but female teachers are more aware about RTE Act in the dimension of Provision

Keywords: Awareness, Dimension, RTE Act, 2009, Tribal Areas

INTRODUCTION

To our advantages, education of the child has become a right and the concerned child should be given all sorts of privileges to claim and enjoy right to education. To make this a reality, a positive beginning was made by the government in India and the Right to Education Act was passed by the Indian Parliament on 4th August, 2009. It provide free and compulsory education upto the age group of 6 to 14 years. The Act has been put in to implementation with effect from 1st April, 2010. The dearth of good and qualified teachers is going to be one of the most crucial challenges faced in implementing the act. In the absence of competent teachers who are considered the pillars of education, it would be next to impossible for the Act to realistically achieve its goals. The awareness of teacher towards right to education needs significant teachers- people rapport for proper implementation of the Act and also awareness of teacher plays an important role in success of any new system. The present study has been undertaken so as to analyse the awareness of teachers towards RTE Act 2009.

RATIONALE OF THE STUDY

Various types of activities like seminars (6 States and one UT), awareness programmes through websites, newspaper etc. (14 States and 2 UTs), workshop (14 States), Training programmes (14 States and 2 UTs), Community programmes (6. States and 2 UTs), translational act (2 States), leaflet / pamphlet distribution (8 States) and other activities like *nukkad natak*, dance and drama, radio and TV show on RTE etc. (3 States) have been carried out to *create* awareness about RTE Act among teachers, parents and community members. (NCERT, 2012). The Hindu, New Delhi, 25th July,2012 wrote disadvantages, weaker sections and tribal people are not much progress with this act. Therefore special aids, educational materials, number of trained teachers, infrastructural facilities and awareness programme among teachers, parents, students and community members are required to ensure RTE Act to these children.

Some of the research studies on the RTE Act-2009, which have been reviewed, showed that (Thakur, 2014) found that there was overall the level of awareness on RTE act was poor, there was no significant difference in the level of awareness in relation to RTE act among the male and female trained teachers and there was a significant difference between the urban and rural trained teachers. But another study conducted by (Vyas, 2011) found that there is a marked difference in awareness between Govt. and private school teachers on the RTE Act. And Male teachers are more aware than female teachers towards RTE. (Kaur, 2015) conducted a study and found that there is significant difference exists between the awareness of male -female, rural-urban, and science-arts stream secondary school teachers. But there is no significant difference in awareness among the urban and rural Primary school teachers regarding the Right to Education Act, 2009 (Kumari & Alam, 2014). (Ramachandran & Subramonian, 2015) found that the teachers are required to have better awareness about RTE Act in order to attain the aim of the Act. The findings of the present study showed that there is strong need of teacher training program on right to education act. (Krishnarao & Mangesh, 2015). (Astalin & Ratnakar 2018) stated that the teachers of General category are more aware about the RTE Act

2009. And the teachers of the OBC category are less aware to the teachers of General Category but more aware to the teachers of SC category. The teachers of the SC category are least aware regarding to RTE Act 2009. And in the context of the gender, the male teachers are more aware than the female teachers. (Dungarwal & Tripathi 2019) conducted a study and found that the government and non-government schools teachers of Udaipur district have not significant awareness on Right to education act. The result of the survey showed that the Right to education act awareness must still be more promoted.

However, from the above studies it is clear that, so many studies related to awareness of teachers towards RTE Act was conducted but there is hardly any study conducted in tribal areas related to awareness of teachers towards RTE Act. In the present study the researcher is interested to know the awareness level of teachers towards the different dimensions of RTE Act-2009 in tribal Areas of Odisha.

OBJECTIVE OF THE STUDY

1. To find out the level of awareness of teachers in tribal areas of Odisha about the different provisions of Right of Children to Free and Compulsory Education Act, 2009.

HYPOTHESES OF THE STUDY

H1-Teachers of elementary schools are aware of different provisions of RTE Act, 2009.

METHODOLOGY

- **Design of the Study:** The researcher has followed the Convergent Parallel Design (also known as Concurrent Mixed Method Design) in the present study where both qualitative and quantitative methods were used for data analysis.
- **Population of the Study:** Population of the present study comprises of all the elementary schools of tribal areas of Odisha. Target population is restricted to all the elementary schools of Kandhamal district of Odisha and the accessible population is 04 blocks of Kandhamal district out of 12 blocks.
- **Sample of the Study:** Out of 12 blocks in Kandhamal district, 04 blocks were selected randomly for the present study. From each blocks 10 elementary schools were selected randomly. From each school interested teachers were selected purposively. This includes 220 numbers of teachers. The following table shows the sample of the study.

Table 1: Number of Teachers

Sl. No.	Block	No. Of Schools	Gender		
			Male	Female	Total
1	Phulbani	10	30	39	69
2	Khajuripada	10	24	29	53
3	Chakapada	10	22	31	53
4	Tikabali	10	19	26	45
Total	04	40	95	125	220

- **Tool:** Awareness test for Teachers. This tool was meant for Teachers. It intended to elicit responses of the teachers about their awareness and understanding of the concepts and different dimensions of RCFCE Act, 2009.

RESULTS

H1-Teachers of elementary schools are aware of RTE Act, 2009.

In the present study the investigator wants to know the awareness level of the teachers with the following context.

Table 2: Overall Performance of Teachers on Awareness of RTE Act, 2009

	N	Mean (Maximum Score=30)	SD
All the teachers	220	22.9	2.9

Table-2 shows the mean and SD of awareness about RTE Act, 2009 of elementary school teachers. Single teacher can score a maximum of 30 marks on the given questionnaire. The mean score secured by the total sample is 22.9 which are more than average and SD value is 2.9. This shows that the level of awareness is high.

Dimension-wise awareness about RTE Act

Table 3: Dimension wise Mean, SD and t- value of male and female teachers on awareness about RTE Act, 2009.

Dimensions	Gender	N	Mean	SD	df	t-Value	Sig. P-Value	Remarks
Concept of RTE Act.	Male	95	9.21	1.08	218	1.58	0.115	NS
	Female	125	8.93	1.46				
Provision of RTE Act.	Male	95	7.05	1.36	218	0.310	0.757	NS
	Female	125	7.11	1.44				
Norms and Standards of RTE Act.	Male	95	3.64	1.02	218	0.537	0.529	NS
	Female	125	3.56	1.19				
Responsibility of Teachers, Parents and SMC	Male	95	3.14	0.86	218	0.742	0.459	NS
	Female	125	3.06	0.75				
Overall of RTE act.	Male	95	23.04	2.65	218	0.870	0.385	NS
	Female	125	22.70	2.99				

The Table-3 shows that, the overall mean and SD of male and female tribal school teachers are 23.04 and 2.65 and 22.70 and 2.99 respectively. The obtained P-value is 0.385 which is higher than the Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is no significance difference between male and female school teachers on awareness about RTE Act, 2009 in tribal areas of Odisha. The dimension wise Mean, SD and P- value of male and female school teachers on awareness about RTE Act, 2009 reveals that P-value is more than the α value at 0.05 level in almost all dimensions namely *Concept* (0.115), *Provision* (0.757), *Norms* (0.592) and *Responsibility of Teachers, Parents and SMC members* (0.459). Thus, the null hypothesis i.e. there is no significant difference between male and female elementary school teachers in tribal areas of Odisha on awareness about RTE Act, 2009 is accepted overall. The finding of the present study is in confirmative with the earlier studies under taken by Kumar (2015), Patel (2015), and Kumari & Allam (2014). As per the above Table, the mean scores of the male elementary school teachers are high in all dimensions

except the dimension of Provision. This reveals that male teachers are more aware about the RTE Act in three dimensions namely Concept, Norms and Responsibility of Teachers, Parents and SMC members, but female teachers are more aware about RTE Act in the dimension of Provision.

Table 4: Dimension wise Mean, SD, and t-value of trained and untrained teachers on awareness about RTE Act, 2009.

Dimensions	Professional Qual.	N	Mean	SD	df	t-Value	Sig. P-Value	Remarks
Concept of RTE Act.	Trained	192	9.06	1.30	218	0.369	0.713	NS
	Untrained	28	8.96	1.40				
Provision of RTE Act.	Trained	192	7.08	1.41	218	0.060	0.952	NS
	Untrained	28	7.07	1.33				
Norms and Standards of RTE Act.	Trained	192	3.62	1.07	218	1.02	0.307	NS
	Untrained	28	3.39	1.42				
Responsibility of Teachers, Parents and SMC	Trained	192	3.04	0.78	218	0.390	0.697	NS
	Untrained	28	3.03	0.88				
Overall of RTE act.	Trained	192	22.90	2.80	218	0.765	0.445	NS
	Untrained	28	22.46	3.21				

The Table-4 shows that, the overall mean and SD of trained and untrained tribal school teachers are 22.90 and 2.80 and 22.46 and 3.21 respectively. As per the above Table, the mean scores of the trained elementary school teachers are high in almost all dimensions. This reveals that trained teachers are more aware about the RTE Act in all four dimensions namely Concept, provision, Norms and Responsibility of Teachers, Parents and SMC members. The obtained P-value is 0.445 which is higher than the Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is no significance difference between trained and untrained elementary school teachers on awareness about RTE Act, 2009 in tribal areas of Odisha. The dimension wise Mean, SD and P- value of trained and untrained elementary school teachers on awareness about RTE Act, 2009 reveals that P-value is more than the α value at 0.05 level in three out of four dimensions namely *Concept* (0.713), *Provision* (0.952), *Norms* (0.307) and *Responsibility* (0.697). Thus, the null hypothesis i.e. there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their professional qualification is accepted overall. The finding of the present study is in confirmative with the earlier studies under taken by Kumar (2015) and Patel (2015).

Table 5: Dimension wise Mean Square, F-Value and P- Value of elementary school teachers on awareness about RTE Act, 2009 with reference to their qualification.

Dimension	Group	Sum of Squares	df	Mean Square	F	Sig.
Concept	Between Groups	4.281	3	1.427	0.824	0.482
	Within Groups	374.169	216	1.732		
	Total	378.450	219			
Provision	Between Groups	1.883	3	0.628	0.316	0.814
	Within Groups	429.476	216	1.988		
	Total	431.359	219			
Norms	Between Groups	1.595	3	0.532	0.420	0.739
	Within Groups	273.401	216	1.266		
	Total	274.995	219			
Response	Between Groups	1.123	3	0.374	0.582	0.628
	Within Groups	139.059	216	0.644		
	Total	140.182	219			
Overall	Between Groups	25.922	3	8.641	1.063	0.366
	Within Groups	1756.128	216	8.130		
	Total	1782.050	219			

The results of Table-5 show that, the overall Mean square of between groups is 8.641 and within groups are 8.130. The obtained P-value (0.366) is greater than Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their qualification. The dimension wise Mean square of between group and within group and P- value of different qualification teachers on awareness about RTE Act, 2009 reveals that P-value is more than the α value at 0.05 level in all dimensions namely *Concept* (0.482), *Provision* (0.814), *Norms* (0.739) and *Responsibility* (0.628), So null hypothesis is accepted. Thus, the null hypothesis i.e. there is no significant difference in awareness of elementary school teachers towards RTE Act, 2009 with respect to their qualification is accepted overall. Same result was also found by Kumari & Allam (2014) and Thakur (2014). Contradictory result was found by Kaur, (2015) and Lal (2014).

Table 6: Dimension wise Mean, F-Value and P- Value of elementary school teachers on awareness about RTE Act, 2009 with reference to their qualification.

Dimensions	Qualification	N	Mean	df	F-Value	Sig. P-Value	Remarks
Concept of RTE Act.	Upto 10	31	8.84	216	0.824	0.225	NS
	+2	69	8.96				
	BA	100	9.09				
	PG &Abv.	20	9.40				
Provision of RTE Act.	Upto 10	31	6.97	216	0.316	0.644	NS
	+2	69	7.06				
	BA	100	7.09				
	PG &Abv.	20	7.35				
Norms and Standards of RTE Act.	Upto 10	31	3.45	216	0.420	0.660	NS
	+2	69	3.56				
	BA	100	3.67				
	PG &Abv.	20	3.75				
Responsibility of Teachers, Parents and SMC members	Upto 10	31	2.94	216	0.582	0.654	NS
	+2	69	3.07				
	BA	100	3.10				
	PG &Abv.	20	3.15				
Overall of RTE Act.	Up to 10	31	22.19	216	1.063	0.145	NS
	+2	69	22.78				
	BA	100	22.95				
	PG &Abv.	20	23.60				

The Table-6 shows that, the overall mean of tribal elementary school teachers of different qualification such as up to 10th, +2, BA and PG & above is 22.19, 22.78, 22.95 and 23.60 respectively. The mean scores of the teachers whose qualification is PG and above is high in almost all dimensions. So it reveals that high qualification teacher's awareness level is high as comparison to less qualification teachers. The obtained P-value is 0.145 which is higher than the Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their qualification. The dimension wise Mean and P- value of different qualification teachers on awareness about RTE Act, 2009 reveals that P-value is more than the α value at 0.05 level in all dimensions namely *Concept* (0.225), *Provision* (0.644), *Norms* (0.660) and *Responsibility* (0.654), So null hypothesis is accepted. Thus, the null hypothesis i.e. there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their qualification is accepted overall. Same result was also found by Kumari & Allam (2014) and Thakur (2014). Contradictory result was found by Kaur, (2015) and Lal (2014)

Table 7: Dimension wise Mean, F- Value and P- Value of elementary school teachers on awareness about RTE Act, 2009 with reference to their teaching experience.

Dimensions	Group	Sum of Squares	df	Mean Square	F	Sig.
Concept	Between Groups	2.656	2	1.328	0.767	0.466
	Within Groups	375.794	217	1.732		
	Total	378.450	219			
Provision	Between Groups	1.831	2	0.915	0.462	0.630
	Within Groups	429.528	217	1.979		
	Total	431.359	219			
Norms	Between Groups	5.083	2	2.541	2.043	0.132
	Within Groups	269.913	217	1.244		
	Total	274.995	219			
Response	Between Groups	.175	2	0.088	0.136	0.873
	Within Groups	140.007	217	0.645		
	Total	140.182	219			
Overall	Between Groups	5.395	2	2.697	0.329	0.720
	Within Groups	1776.655	217	8.187		
	Total	1782.050	219			

The result of Table-7 shows that, the overall Mean square of between groups is 5.395 and within groups are 1776.665. The obtained P-value (0.720) is greater than Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their teaching experience. The dimension wise Mean square of between group and within group and P- value of different teaching experience teachers on awareness about RTE Act, 2009 reveals that P-value is more than the α value at 0.05 level in all dimensions namely *Concept* (0.466), *Provision* (0.630), *Norms* (0.132) and *Responsibility* (0.873), So null hypothesis is accepted. Thus, the null hypothesis i.e. there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their teaching experience is accepted overall. Same result was not found in other studies. Contradictory result was found by Kumar (2014).

Table 8: Dimension wise Mean, F- Value and P- Value of elementary school teachers on awareness about RTE Act, 2009 with reference to their teaching experience.

Dimensions	Experiences	N	Mean	df	F-Value	Sig. P-Value	Remarks
Concept of RTE Act.	0-6 years	73	9.21	217	0.767	0.512	NS
	7-15 years	64	8.98				
	16 onwards	83	9.21				
Provision of RTE Act.	0-6 years	73	6.96	217	0.462	0.634	NS
	7-15 years	64	7.17				
	16 onwards	83	7.13				
Norms and Standards of RTE Act.	0-6 years	73	3.79	217	2.043	0.128	NS
	7-15 years	64	3.58				
	16 onwards	83	3.43				
Responsibility of Teachers, Parents and SMC members	0-6 years	73	3.11	217	0.136	0.885	NS
	7-15 years	64	3.05				
	16 onwards	83	3.11				
Overall of RTE Act.	0-6 years	73	23.07	217	0.329	0.732	NS
	7-15 years	64	22.78				
	16 onwards	83	22.71				

The Table-8 shows that, the overall mean of tribal elementary school teachers with respect to their teaching experiences such as 0-6 years, 7-15 years and 16 years onwards are 23.07, 22.78 and 22.71 respectively. The obtained P-value is 0.732 which is higher than the Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their teaching experiences. The dimension wise Mean and P- value of different teaching experience teachers on awareness about RTE Act, 2009 reveals that P-value is more than the α value at 0.05 level in all dimensions namely *Concept* (0.512), *Provision* (0.634), *Norms* (0.128) and *Responsibility* (0.885), so null hypothesis is accepted. Thus, the null hypothesis i.e. there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their teaching experience is accepted overall. It is also found from the present result that overall 0-6 years teaching experience teachers awareness level is high as compare to others. Same result was not found in other studies. Contradictory result was found by Kumar (2014).

Table 9: Dimension wise Mean, F- Value and P- Value of elementary school teachers on awareness about RTE Act, 2009 with reference to their Rank.

Dimension	Group	Sum of Squares	df	Mean Square	F	Sig.
Concept	Between Groups	98.314	1	98.314	76.507	0.000
	Within Groups	280.136	218	1.285		
	Total	378.450	219			
Provision	Between Groups	108.754	1	108.754	73.491	0.000
	Within Groups	322.605	218	1.480		
	Total	431.359	219			
Norms	Between Groups	84.970	1	84.970	97.478	0.000
	Within Groups	190.026	218	.872		
	Total	274.995	219			
Response	Between Groups	8.688	1	8.688	14.404	0.000
	Within Groups	131.493	218	.603		
	Total	140.182	219			
Overall	Between Groups	1074.904	1	1074.904	331.373	0.000
	Within Groups	707.146	218	3.244		
	Total	1782.050	219			

The Table-9 shows that the overall mean square of between group and within group with respect to their rank is 1074.904 and 3.244 respectively. The obtained P-value is 0.000 which is lower than the Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks. The dimension wise Mean square of between group and within group and P- value of different rank teachers on awareness about RTE Act, 2009 reveals that P-value is less than the α value at 0.05 level in all dimensions namely *Concept* (0.000), *Provision* (0.000) and *Norms* (0.000) and *Responsibility* (0.000) of Teachers, Parents and SMC members. Thus, the null hypothesis i.e. there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks is rejected overall. It means the significant difference exist among the awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks. No previous studies have been conducted by taking this variable.

Table 10: Dimension wise Mean, F- Value and P- Value of elementary school teachers on awareness about RTE Act, 2009 with reference to their Rank.

Dimensions	Rank	N	Mean	df	F-Value	Sig. P-Value	Remarks
Concept of RTE Act.	Low (0-40%)	0	0	218	8.22	0.005	Significant
	Avg (41-70%)	70	8.07				
	High(71% Abv)	150	9.51				
Provision of RTE Act.	Low (0-40%)	0	0	218	7.04	0.009	Significant
	Avg (41-70%)	70	6.06				
	High(71% Abv)	150	7.57				
Norms and Standards of RTE Act.	Low (0-40%)	0	0	218	5.31	0.022	Significant
	Avg (41-70%)	70	2.69				
	High(71% Abv)	150	4.02				
Responsibility of Teachers, Parents and SMC members	Low (0-40%)	0	0	218	5.70	0.031	Significant
	Avg (41-70%)	70	2.80				
	High(71% Abv)	150	3.23				
Overall of RTE Act.	Low (0-40%)	0	0	218	5.008	0.026	Significant
	Avg (41-70%)	70	19.61				
	High(71% Abv)	150	24.36				

In this study, on the basis of their score secured in the awareness test, all the teachers were provided rank. The teachers those who are secured 0-40% scores are comes under low rank, 41-70% scores comes under average rank and above 71% comes under high rank. The Table-10 shows that the overall mean of tribal elementary school teachers with respect to their ranks such as Low (0-40%), Average (41-70%) and High (71% above) are 0.00, 19.61 and 24.36 respectively. The obtained P-value is 0.026 which is lower than the Alpha (α) value at 0.05 level of significance. Thus, it is confirmed that there is significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks. The dimension wise Mean and P- value of different rank teachers on awareness about RTE Act, 2009 reveals that P-value is less than the α value at 0.05 level in almost all four dimensions namely *Concept* (0.005), *Provision* (0.009) and *Norms* (0.022) and *Responsibility* (0.031) of Teachers, Parents and SMC members. Thus, the null hypothesis i.e. there is no significant difference in awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks is rejected overall. It means the significant difference exist among the awareness of elementary school teachers towards implementation of RTE Act, 2009 with respect to their ranks. No previous studies have been conducted by taking this variable. It is also found that high ranks holders awareness level is high as compare to average and low.

MAJOR FINDINGS

Awareness of Teachers about different Dimension of RTE Act in Tribal Areas

- The mean scores of the male elementary school teachers are high in all dimensions except the dimension of Provision. This reveals that male teachers are more aware about the RTE Act in three dimensions namely Concept, Norms and Responsibility of Teachers, Parents and SMC members, but female teachers are more aware about RTE Act in the dimension of Provision.
- Trained teachers are more aware about the RTE Act in all four dimensions namely Concept, provision, Norms and Responsibility of Teachers, Parents and SMC members.
- The mean scores of the teachers whose qualification is PG and above is high in almost all dimensions. So it reveals that high qualification teacher's awareness level is high as comparison to less qualification teachers.
- Overall 0-6 years teaching experience teacher's awareness level is high as compare to others.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The outcomes of the study related to awareness level of the teachers towards the different dimensions of RCFCE Act-2009 have immense implications for the teachers, parents, govt. authority and policy makers/administrators. The possible Educational outcomes of present study will have much importance in the present day context as there is a growing focus on right of every child to free and compulsory education up to the age of 6 to 14 years. The implications of outcomes are presented below:

- a) It seems that most of the teachers are not serious about effective implementations of RTE Act in tribal areas of Odisha. So all teachers should be involved and participate under various training programme, conferences, and workshop to improve their knowledge regarding RTE Act.
- b) This study will enhance the awareness among the teachers towards the fundamental rights of Indian constitution.
- c) It is seems that one third teachers have not possessed minimum qualification for appointment as teacher. So they must acquire the minimum qualification through difference in-service training programmes.
- d) School authorities should also organize different orientation programmes, workshops and seminars for giving knowledge of provisions and features of RTE Act to teachers. And by acquiring the knowledge about RTE the teachers may be made able to contribute towards the fulfilment of the goal of compulsory and free education.

CONCLUSION

Odisha, the land of many tribes is still as underdeveloped so as to the tribal education is concerned. In order to improve the education status, increase the enrolment rate and provide quality education, the Govt. has implemented RTE Act, 2009 and the Government at State and National level should focus more on providing teacher training how to implement the tenets of RTE Act in their own context and improve the quality of elementary education instead of focussing on creating awareness about RTE Act. Training and motivation should be given for: Identification of out-of-school and drop-out children in the locality and enrol them into school; collaboration with NGOs and community organizations; minimizing student absenteeism; minimising teacher absenteeism; emphasizing childcentred activity-based learning; creating awareness about RTE Act among parents and SMC members in tribal areas of Odisha; ensuring timely distribution of free text books, stationeries, uniforms, etc.; and creating a symbiotic relationship with the community.

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