



A Comparative Study on the Awareness among Primary School Teachers in The Taluka Valsad on “The Right of Children to Free & Compulsory Education Act, 2009”

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Abstract

The purpose of this research to find the difference in RTE awareness among male and female primary teachers. To compare the RTE awareness among the primary teachers belonging to urban and rural areas. To compare the RTE awareness among the primary teachers belonging to Govt. and Non-Govt. Schools. In the present study, the descriptive method of the survey was used. The questionnaire was used on 80 primary school teachers in the valsad taluka who were selected using a random sampling method. The tool for this study was a self-constructed questionnaire. It contained 25 multiple choice items related to RTE awareness. For the analysis of the data researcher used the Descriptive analysis (Mean & S.D) and Differential analysis (“t”test). The following are the main findings of the present survey. There is no significant difference in RTE awareness among Male and Female primary Teachers. There is no significant difference in RTE awareness among primary Teachers belonging to urban and rural areas. There is significant difference in RTE awareness among primary Teachers belonging to Govt. and Non- Govt. Schools.

Keywords : RTE Act-2009, Education

Introduction

For the development of any country, education for all is a necessary prerequisite. To make this a reality, the Indian government got off to a good start and on August 4, 2009, the Indian Parliament passed the Right to Education Act. The law outlines the arrangements for free and compulsory education for children aged 6-14 under Article 21A of the Indian Constitution. This law makes education a fundamental right of every child enforceable by law. The basic theme of free education implies that children of the prescribed age group are exempt from taxes, charges or expenses for the continuation of primary education. However, this free and compulsory primary education is limited to the education of the Ist to VIIIth only class. The law has thirty-one articles that are part of eight chapters and a program. The grim fact is, however, that today more than eight million children, who are expected to attend school, have not yet finished school and are sweating in and out of farms and factories as child labourers, despite the enactment of the highly acclaimed RTE. Act. India has the second largest education system in the world after China. In fact, more than a third of the population under the age of 18, which represents 19% of the world's children, resides in India. Every third illiterate person in

the world is Indian. According to government estimates, there are about 220 million children in this age group, of whom 4.6%, or almost 9.2 million, do not attend school. The situation has not improved much since then. There are problems with the dropout rate, low levels of learning and low participation of girls, tribes and other disadvantaged groups.

The RTE law provides for the reservation of 25% of places in total for poor children from the most economically disadvantaged sectors of society in schools, including private non-subsidized schools in the neighborhood. Experience, however, shows that the RTE law is not being implemented with all seriousness in letter and spirit. It is true that the approval of this law has been hailed as a historic moment in the crusade for universal literacy. The RTE law emphasizes quality education, which has been considered an integral part of the right to education. Chapter V of the RTE law lists some terms and rules according to which the quality of primary education must be guaranteed, that is, an adequate teacher-student ratio (the 1:30 ratio provided for in the law) and also that the language mother should be the means of education as far as possible, development of various skills in the child, good and effective infrastructure, qualified and competent teachers, and advanced evaluation methods, etc. These can only be achieved when there is a qualified and competent teaching staff, always ready to accept challenges and guarantee the quality of school education. The Indian experience with the right to education illustrates both the core issues that arise in relation to resource constraints and the role played by key stakeholders, including teachers.

The success of any legislation or law lies in its implementation. India is ranked 108th for the country literacy rate globally in 2010 and concerted efforts, including raising awareness among teachers, are needed to make the TEN law a reality. It should be noted that the government is required to spend an amount of Rs.2,04,000 crore over the next five years for the implementation of this law. The Union Minister of Finance has allocated a 24% increase for the education sector in the union budget for 2011-12 Rs. Rs 21 billion was allocated to Sarva Shikshya Abhiyan, an increase of 40%. If our teachers are not well informed about the basic provisions of this law, a role will remain. The law entered into force as of April 1, 2010 and in order to know the level of awareness of teachers after more than four years of its validity, through this investigation we tried to know the realities of the territory surrounding the national capital.

Objectives of the Study

The objectives of this study are the following :

1. To find the difference in RTE awareness among male and female primary teachers.
2. To compare the RTE awareness among the primary teachers belonging to urban and rural areas.
3. To compare the RTE awareness among the primary teachers belonging to Govt. and Non-Govt. Schools.

Hypothesis

In the light of the objectives, the following Hypothesis was formulated –

1. There is no significant difference in RTE awareness among Male and Female primary Teachers.
2. There is no significant difference in RTE awareness among primary Teachers belonging to urban and rural areas.
3. There is no significant difference in RTE awareness among primary Teachers belonging to Govt. and Non- Govt. Schools.

Methodology

In the present study, the descriptive method of the survey was used. It is designed to explore RTE awareness among elementary teachers.

Sample

The questionnaire was used on 80 primary school teachers in the valsad taluka who were selected using a random sampling method. Of these primary school teachers, 40 were men and the other 40 were women. 40 primary school teachers are from rural areas and another 40 primary school teachers are from urban areas. 40 primary school teachers belong to the government. The schools and another 40 primary teachers belong to the Non-Gov. schools.

Tools

The tool for this study was a self-constructed questionnaire. It contained 25 multiple choice items related to RTE awareness. The test was administered and the answers provided by primary teachers were evaluated, tabulated and analyzed to assess knowledge of RTE using appropriate statistical techniques.

Analysis, Result and Discussion

Hypothesis - 1

There is no significant difference in RTE awareness between male and female elementary teachers. Looking at Table 1 reveals that the "t" ratio is 0.94, which is not significant at the 0.05 level. It means that primary school teachers have the same conscience. Therefore, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference in awareness of RET between male and female primary school teachers.

Table 1:- Mean, S.D. and 't'- Ratio showing difference in RTE awareness among male and female Primary Teachers.

Group	N	Mean	SD	SED	't'-Ratio	Level of significant
Male	40	5.17	1.46	0.30	0.94	NS
Female	40	4.77	1.20			
NS* = Not Significant						
0.05 = 1.96*, 0.01 = 2.58**						

Hypothesis - 2

There is no significant difference in RTE awareness among Primary Teachers belonging to Urban and Rural areas. Observation of Table 2 reveals that the 't' Ratio is 0.58 which is not significant at 0.05 level. It means that Primary Teachers belonging to Urban and Rural areas have equal awareness. Hence Null Hypothesis is accepted. It is thus concluded that there is no significant difference in RTE awareness among Primary Teachers belonging to Urban and Rural areas.

Table 2:- Mean, S.D. and 't'- Ratio showing difference in RTE awareness among Primary Teachers belonging to Urban and Rural areas.

Group	N	Mean	SD	SED	't'-Ratio	Level of significant
Urban	40	5.09	1.29	0.31	0.58	NS
Rural	40	4.85	1.41			
NS* = Not Significant						
0.05 = 1.96*, 0.01 = 2.58**						

Hypothesis - 3

There is no significant difference in RTE awareness among Primary Teachers belonging to Govt. and Non-Govt. Schools. Observation of Table 3 reveals that the 't' Ratio is 2.45 which is significant at 0.05 level. It means that the null hypothesis "there exist a significant difference in RTE awareness among Primary Teachers belonging to Govt. and Non-Govt. Schools was rejected. Hence, it is concluded that the teachers belonging to Govt. Schools are more aware about the RTE in comparison with Non-Govt. Schools Teachers.

Table 3:- Mean, S.D. and t'- Ratio showing difference in RTE awareness among Primary Teachers belonging to Govt. and Non-Govt. Schools.

Group	N	Mean	SD	SED	't'-Ratio	Level of significant
Govt. School	40	5.46	1.49	0.28	2.45*	0.05
Non Govt. School	40	4.48	0.99			
Significant						
0.05 = 1.96*, 0.01 = 2.58**						

The total means score '4.97' (49.7 %) shows that the overall RTE awareness is less than 50%. That means the teachers included in this study are less aware about the RTE (Right to Education). From above analysis we conclude that male awareness is 51% and female Awareness is 47%, the difference between them is not significant there for we can say that they are equally aware. Awareness among Teachers belonging to Urban Areas is 50.9 % and Rural Area is 48.5 % and the difference between this score is not significant therefore we can say that they are equally aware. But the awareness among Govt. School Teachers is 54.6 % and Non-Govt School Teachers is 44.8%, the difference among them is significant which reveals that the Primary Teachers from Govt. schools are much more aware about the RTE as compared to Primary Teachers from Non-Govt. schools.

Findings

The findings of the present survey were found as follows.

1. There is no significant difference in RTE awareness among Male and Female primary Teachers.
2. There is no significant difference in RTE awareness among primary Teachers belonging to urban and rural areas.
3. There is significant difference in RTE awareness among primary Teachers belonging to Govt. and Non- Govt. Schools.

Conclusion

In summary, it can be said that of three hypotheses, the result of the last one is impressive. It is true that there is no significant difference in awareness between teachers in urban and rural areas and between male and female teachers in the Meerut region. However, while the same is juxtaposed between public school teachers and teachers working in public/private schools, there is a marked difference in awareness of children's right to free and compulsory education, 2009. Teachers working in public schools Therefore, I am better informed, but then the The question is: will the mandate of the law be necessary? It is a source of great anxiety and a challenge for policymakers. The results of this study reveal that about 46% of teachers working in private schools are completely unaware of the basic provisions of this law, including the age range and level/classes of students covered by it. Although the level of awareness of public school teachers is relatively higher (54%), it is not even up to par. This is the situation in and around the Meerut region, even after more than four years of implementing this law. Possible reasons could be that all awareness campaigns (short courses, seminars, workshops) launched by the government focused on public schools and their teachers. It seems that the government has made no effort to raise awareness among teachers working in private schools. If the situation of the ground is such, then the responsibility of the same must be resolved. The owners of such schools must also be held accountable and accountable. The government should plan and organize one-week/three-day short courses/seminars/seminars along with sufficient resources for primary school teachers serving mainly in private schools and also along with their counterparts working in public schools all over the country, followed by refresher/training courses. Such initiatives to raise awareness among all elementary school teachers will help raise awareness among teachers, who will be able to do their best to achieve the goals of RTE to make it achievable and successful. In order to achieve the main objectives of the law, this is very necessary so that the problem can be nipped in the bud, otherwise, despite the large expenditure of money, the basic realities would remain the same.

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