



Awareness Of RTE Act Among Secondary School Teachers: A Perceptual Study

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Abstract

The present study was undertaken to examine the awareness of the Right to Education (RTE) Act among secondary school teachers. For this purpose, both Indian and foreign research studies related to the topic were reviewed. The study adopted the descriptive survey method as the appropriate research design. A sample of 100 teachers working in secondary schools was selected through the stratified random sampling technique. To collect the required data, the investigator developed a questionnaire to assess the opinions of teachers regarding their awareness of the RTE Act. The collected data were analyzed by applying statistical techniques such as Mean, Standard Deviation (SD), t-test, and F-test. The scores of different groups were compared with respect to variables such as gender, category, educational qualifications, teaching experience, type of management, and locality. The findings of the study were interpreted in relation to earlier research, and appropriate suggestions and recommendations for further studies were also provided.

Key Words: Awareness, Right to Education (RTE) Act, Secondary School Teachers.

Introduction:

The constitution mirrors the hopes and aspirations of people of India. The preamble of the constitution outlines the social philosophy which should govern all our institutions including Educational. “*Right to Education*” is one of the fundamental Rights enshrined in the constitution. Our Education system was moulded according to the noble principles mentioned in the constitution. The constitution of India gave a few directions and suggestions for the development of education in the country. These are called constitutional provisions. India is a democratic country. Education is the life and blood of democracy. Education is necessary for all citizens in order to aware of their rights and responsibilities. Education was safeguarded by various articles and principles of our constitution, i.e. Article – 45 – free and

compulsory education, 29, 30, 350A, 28, 46, 15, 239 and Entry – 63, 64, 65, 66 & 13 etc. The constitution provides Educational functions at three levels – Central, State, Concurrent. Till 1976 Education was a state subject. The 42nd Amendment, 1976 put the Education in concurrent list on the recommendation of Swarna Singh's committee. The atmosphere of the ideal school should be attractive and natural. Such atmosphere can be available only when the teaching methods devices and materials are organized on psychological line. Our primary schools do not have suitable teachers and material. Harsh and corporal punishments force many children leave the school in the middle of the session. Most teaching methods emphasize cramming. The basic education scheme has not been implemented in any real sense. India has more than seven lakh villages, so lakhs of schools to be open to cater the needs, within the easy reach. Each of these schools should have one teacher for each class. The school building also be suitable.

Need and significance of the study:

Ever since the constitution was adopted in 1950, the focus on educational programs was increased. Though all efforts were focused on achieving the goal of highest literacy rate, universal primary education, it could not materialized and reach its goal. Hence the target was shifted number of times. Programs like DPEP, S.S.A tried to achieve the goal but it still a far distant dream. Now RTE Act was launched by the government and implemented from 2010. There was a wide debate held on the act, its objectives and its goals. So the investigator liked to investigate the perceptions of teachers about the awareness of RTE Act. The success of RTE depends on the stake holders like parents, teachers, students and administrators. Among them teachers play an important role in the implementation of RTE and reach the pre-defined goal. So I would like to compare their degree of perception with respect to various variables. The investigator consider it will be useful to the government to make any modifications if necessary by valuing the stake holders opinions.

Objective of the study

1. To study the level of Awareness of RTE Act among Secondary School Teachers.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e, gender, category, educational qualifications, teaching experience, management and locality towards Awareness of RTE Act among Secondary School Teachers.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Awareness of RTE Act among Secondary School Teachers.
2. There is no significant difference among the perceptions of teachers based on their category towards Awareness of RTE Act among Secondary School Teachers.
3. There is no significant difference among the perceptions of teachers based on their general qualification towards Awareness of RTE Act among Secondary School Teachers.
4. There is no significant difference among the perceptions of teachers based on their professional qualification towards Awareness of RTE Act among Secondary School Teachers.

5. There is no significant difference among the perceptions of teachers based on their teaching experience towards Awareness of RTE Act among Secondary School Teachers.
6. There is no significant difference among the perceptions of teachers based on their school management towards Awareness of RTE Act among Secondary School Teachers.
7. There is no significant difference among the perceptions of teachers based on their locality towards Awareness of RTE Act among Secondary School Teachers.

Review of Related Literature:

Shekhar Mittal and Parth J Shah (2010) studied on “Reservation in Private Schools under the Right to Education Act: Model for Implementation”, Center for Civil Society, Date: Wed, 2010-12-15. Section 12 of the Right of Children to Free and Compulsory Education Act 2009 (the Act) has made it compulsory for every private unaided school to admit at least 25% of its entry level class from children belonging to weaker and disadvantaged groups. For this category of students the state government will reimburse schools an amount equal to either the fees charged by the school or the per child expenditure in state schools, whichever is lower. Through this document the Centre for Civil Society seeks to highlight the lacunae in the current framework for 25% reservation for weaker and disadvantaged groups in unaided private schools and seeks to provide inputs on effective implementation of the same.

Amardeep Garje (2011) reviewed on “Right to Education Act, 2009”, Affiliation not provided to SSRN. It is apparent from the name of paper itself what this paper is dealing. The aim of writing this paper is to analyze the Right of Children to Free and compulsory Education Act, 2009 and find out the flaws in it. In this paper history RTE and Act has been dealt. More stress has been given to challenge faced by the Act. There are totally nine challenges have been covered such as, input-output, challenge in school recognition, challenge would be faced by SMCs, with regards to teachers relating to salaries and quality of teaching, important one is 25% reservation for weaker section and disadvantaged group, next important is financial challenge as it is known to everyone that Center is falling short of around Rs. 7.000 Crores in the very first year itself, challenge of non-inclusion of children aged below six-years, one of the foremost challenge is to bring child labourers to the schools and last is loss of sanctity of education through such a sham right. At last few suggestions have been made for consideration.

Krishan Lal (2013). Awareness Of Right to Education Act Among Teachers. 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 is 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 lakh 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 prospective teacher should aware about the basic rights of education, so that in unpredictable future may be they are able to achieve some of the target.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 30 statements as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Awareness of RTE Act among Secondary School Teachers as perceived by Teachers was 0.92 and for the validity of the scale it is based on the content and constructs validity.

Administration of Tool:

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: showing the overall perceptions of teachers towards the awareness of RTE Act among Secondary School teachers.

N	Min.	Max.	Mean	Mean Percent	Std. Dev.
100	30	90	76.54	85.04	7.47

Table 1 revealed that, teachers have moderately high awareness towards RTE Act. The mean and mean percentages are 76.54 which is 85.04% of their Total score respectively.

Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Impact of class room management on students behavior of Secondary level schools

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	50	74.83	7.85	2.56*	0.01
	Female	50	78.25	6.70		
Category	OC	31	76.32	7.60	2.07 ^{NS}	0.11
	BC	54	76.32	7.92		
	SC	12	76.16	8.01		
	ST	3	87.00	9.10		
General Qualification	Degree	53	75.00	6.76	2.43*	0.02
	PG	47	78.25	7.88		
Professional Qualification	B.Ed.,	85	76.03	7.06	2.02*	0.04
	M.Ed.,	15	80.13	9.37		
Management	Government	40	79.40	9.25	4.81*	0.01
	Aided	30	75.53	8.46		
	Private	30	74.70	8.88		
Locality	Urban	60	75.34	6.98	2.56*	0.01
	Rural	40	78.95	7.90		

There is no significant difference among the perceptions of teachers based on their category towards Awareness of RTE Act among Secondary School Teachers.

There is a significant difference among the perceptions of teachers based on their gender towards Awareness of RTE Act among Secondary School Teachers and female category teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their general qualification towards Awareness of RTE Act among Secondary School Teachers and PG qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their professional qualification towards Awareness of RTE Act among Secondary School Teachers and M.Ed., qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their school management towards Awareness of RTE Act among Secondary School Teachers and government school teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their locality towards Awareness of RTE Act among Secondary School Teachers and rural area teachers perceived high than that of the rest.

Findings of the study:

1. There is no significant difference among the perceptions of teachers based on their category towards Awareness of RTE Act among Secondary School Teachers.
2. There is a significant difference among the perceptions of teachers based on their gender towards Awareness of RTE Act among Secondary School Teachers and female category teachers perceived high than that of the rest.
3. There is a significant difference among the perceptions of teachers based on their general qualification towards Awareness of RTE Act among Secondary School Teachers and PG qualified teachers perceived high than that of the rest.
4. There is a significant difference among the perceptions of teachers based on their professional qualification towards Awareness of RTE Act among Secondary School Teachers and M.Ed., qualified teachers perceived high than that of the rest.
5. There is a significant difference among the perceptions of teachers based on their school management towards Awareness of RTE Act among Secondary School Teachers and government school teachers perceived high than that of the rest.
6. There is a significant difference among the perceptions of teachers based on their locality towards Awareness of RTE Act among Secondary School Teachers and rural area teachers perceived high than that of the rest.

Suggestions:

- ❖ According to RTE Act Government should not Assign the teachers for non academic works (Except, Census, election duties and natural calamities)
- ❖ No teacher should maintain Private tuitions
- ❖ According to RTE should be provided training to untrained teachers for 5 years.
- ❖ This act will implement in all states except Jammu and Kashmir in India
- ❖ According to RTE act school curriculum and evaluation should develop the knowledge understanding and skills in child.
- ❖ The officers should supervise the mid-day meals scheme in schools.
- ❖ According to RTE act corporate education will provide to all economic background students.
- ❖ According to RTE act teacher pupil ratio should be 1:30.
- ❖ Every child of the age of Six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

- ❖ Government/ Local authority shall establish Neighborhood schools within a distance of 1km (Primary schools) and 3kms (UP schools) respectively.
- ❖ Distance limit may be reduced in case of difficult terrain, floods, risk of landslides etc.
- ❖ Transportation/ residential school facility to be provided in case opening of regular school is not feasible.
- ❖ Local Authority shall notify the neighborhood schools – guidelines already issued.
- ❖ In respect of children with severe disability, home based education to be provided.
- ❖ Providing free textbooks, uniforms, writing materials etc.
- ❖ Maintaining a record of all children in the age group of 6 – 14 years to track their education upto elementary level.
- ❖ Providing teachers, infrastructure and other facilities as per the schedule prescribed in the act.

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