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RESEARCH ARTICLE

Right to Education Act: An Analysis of Teachers Awareness in Central India

Prashant Thote¹, L. Mathew, D.P. S Rathoure²

1. Gyanodaya Vidya Mandir, Narsingarh

2. S.R.K.I.Collge Firozabad.

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Abstract

The present study is an attempt to find the awareness on Right to Education Act -2009 among Primary School Teachers of Morena District, Central India. The information was gathered through a questionnaire constructed for this purpose. The questionnaire consists of 40 questions related to awareness on Right to education act. A survey was conducted among 200 respondents by using the questionnaire. The data collected were grouped and analyzed using mean, SD, 't' test. Findings revealed that the primary school teachers of the Morena district have 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.

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Introduction

The Right of children to Free and Compulsory Education Act came 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 21A of the Indian Constitution. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighbourhood.

Any cost that prevents a child from accessing school will be borne by the State which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling. No child shall be denied admission for want of documents; no child shall be turned away if the admission cycle in the school is over and no child shall be asked to take an admission test. Children with disabilities will also be educated in the mainstream schools. The Prime Minister Shri Manmohan Singh has emphasized that it is important for the country that if we nurture our children and young people with the right education, India's future as a strong and prosperous country is secure.

All private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25% of their enrolment, by simple random selection.

No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the State at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower).

All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 3 years will not be allowed to function. All private schools will have to apply for recognition, failing which they will be penalized to the tune of Rs 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an Academic Authority. Teachers in all schools will have to subscribe to these norms within 5 years.

The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of this historic Right. A special Division within NCPCR will undertake this huge and important task in the coming months and years. A special toll free helpline to register complaints will be set up by NCPCR for this purpose. NCPCR welcomes the formal notification of this Act and looks forward to playing an active role in ensuring its successful implementation.

NCPCR also invites all civil society groups, students, teachers, administrators, artists, writers, government personnel, legislators, members of the judiciary and all other stakeholders to join hands and work together to build a movement to ensure that every child of this country is in school and enabled to get at least 8 years of quality education.

RTE has been a part of the directive principles of the State Policy under Article 45 of the Constitution, which is part of Chapter 4 of the Constitution. And rights in Chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right. The Act has been put in to implementation with effect from 01.04.2010 and in order to find out the level of awareness among the teachers after more than two year of it being in operation. An attempt has been made through this research to find out the ground realities close to the national palm.

Objectives of the study

The following objectives are preferred to conduct this study

1. To find out the level of awareness on RTE among Primary school teachers of Central India
2. To find out the significant difference if any between the different groups of demographic variables such as – sex, teachers residence, location of school, types and nature of school in awareness on RTE.
3. To give suggestions to improve the level of awareness on RTE among Primary school teachers

Hypotheses

1. The level of awareness on RTE among Primary school teachers is very low.
2. There is a significant difference between the different groups of sex, student residence, and location of school, types and nature of school in awareness on RTE among Primary school teachers of Morena District .
3. Primary school teachers who are residing in rural area have more awareness on RTE.
4. Female teachers a have more awareness on RTE

METHODOLOGY

Research design: The investigator preferred normative survey method to collect data from the primary school teachers .The investigator employed simple random sampling technique in order to collect data from the students studying at higher secondary level.

Population: The population of the present study comprised of all the primary school teachers working in Morena district affiliated to M.P. board and CBSE.

Sample: From the total population of primary school teachers in different schools of Morena .Sample of 200 teachers has been taken.

Tool: A self prepared questionnaire which contains 60 questions dealing with understanding, application and knowledge about Right to education .Out of 60 questions, 12 questions are based on the rating scale, 20 right wrong types and rest is of multiple choices. Statistical techniques: Mean, Standard Deviation and t-Test.

Result and discussions

Table -1 show that 30% of schools teacher belong to “Low Awareness” Category which indicate that 30% school teachers do not have any awareness of the RTE. Further 20% teachers belong to category of the “poor awareness” which means they have a little bit knowledge about the Right to education act . 10% of the teachers come in the category of the “Below Average” which means , they have some awareness about RTE .Next is “average “ category which contains 15% teachers , it indicates that these 05% teachers are “Above average” .Only 30% students has a “Good knowledge of the RTE but none of them has “high awareness “ level. From analysis, out of these 100 scores, the mean score comes out 68.38 in case of school teachers which are very close to the average scores

Table -2 shows that there exists no significant difference in the awareness level educational qualification, professional qualification, male and female , unmarried and married , rural an urban , M.P. and C.B.S. E. affiliated Government and private English and Hindi , Nuclear and joint family at both 0.01 and 0.05 level of significant difference. There is significant difference between the awareness level among the teacher who have age below 35 and above 35 .The awareness of young teacher is more than older teachers .The is significant difference the teachers having regular reading habit and rarely reading habit. Teachers having regular reading habit high awareness toward right o education act.

It is inferred from Table-3 that most of teachers first choice was workshop followed by per discussion and provide them literature

Table-1 Showing the awareness of Right to Education among primary school teachers (N=200)

Scores	Frequency	Percentage	Category
30-40	60	30	Low awareness
40-50	40	20	Poor
50-60	20	10	Below average
60-70	30	15	Average
70-80	10	05	Above average
89-90	60	30	Good
90-100	00	00	High Awareness
Total	200	100	

Mean 68.38 SD 7.85

Table – 2 Differences in the Level of RTE Awareness among the Teachers

Variables		N	Mean	SD	“t” value	Level of significance
Age	Below 35	99	65	7.98	3.35	Significant
	Above 35	101	62	8.40		
Educational Qualification	M. Sc	100	63.62	5.69	1.93	Not Significant
	M.A.	100	64.44	7.87		
Professional qualification	Diploma	53	66	6.55	1.35	Not Significant
	B. Ed	147	63	7.95		
Sex	Male	110	65	6.46	0.89	Not Significant
	Female	100	64	7.58		
Marriage status	Unmarried	43	67.16	7.83	1.78	Not Significant
	Married	157	66.02	7.52		
Area of residence	Rural	100	65	7.60	0.03	Not Significant
	Urban	100	66	7.66		
School Affiliation	MP Board	108	66.49	8.60	0.05	Not Significant
	CBSE	92	67.53	8.66		
Type of school	Government	99	69.43	9.65	1.89	Not Significant
	Private	101	68.45	6.66		
Medium of instructions	Hindi	100	68	7.89	1.78	Not Significant
	English	100	65	8.04		
Type of family	Nuclear	189	67.29	7.77	3.53	Significant
	Joint	11	66.89	8.95		
Reading habit (News paper/Circulars)	Regularly	56	68.61	8.98	4.45	Significant
	Rarely	144	66.26	8.52		

Table-3 Analysis of choice of training by school teachers on Right to education act

Type of training	First choice		Second choice		Third Choice	
	No	%	No	%	No	%
Workshop	108	54	56	28	52	26
Literature	60	30	104	54	40	20
One to one	20	10	28	14	32	16
Peer group	12	06	04	04	68	34

Conclusion

- The study reveals that there is a low level of awareness about RTE act among Primary School Teachers in Central India.
- The awareness level among male and female teachers is quite equal.
- There is no significant difference between married and unmarried teachers regarding RTE act .
- The right to education act awareness level in science and art post graduate teachers is quite equal .
- The right to education act awareness level in Diploma and B.Ed teachers is quite equal .
- Urban and rural primary school teachers have same level of awareness towards right to education.
- Teacher teaching M.P. Board and C.B.S.E have equal awareness.
- Teachers teaching in Hindi and English medium school have quite equal awareness.
- Teachers having joint family having higher awareness level than nuclear family towards right to education act.
- Teachers having regular reading habit having higher awareness level towards Right to Education act

Limitations of the study:

After retrospective view of the whole study, the investigators find that there were a few limitations that constricted the area of generalization of this study. The limitations were as given below:

1. Due to paucity of time and resources a sample of only 100 primary school teachers was taken which restricted the scope of generalization.
2. There are many variables which may affect the awareness of teachers towards RTE like some socioeconomic variables, intellectual level, and maturity level and so on. Though these variables were included in the study, they were not used in analysis in any way.
3. Since the awareness was measured on the basis of fixed responses, the students might have given

socially accepted responses instead of giving correct responses.

4. Only a very few schools affiliated to CBSE and MP board were selected in this study.

5. Some respondents put tick mark against more than one alternative and sometimes they left some of the items unanswered which presented difficulty in accurate analysis of data.

6. The biggest limitation was that some teachers consulted with each other while making their choice. So the result might have got affected due to this.

7. Present study was conducted only in one state therefore more empirical evidences will be required from more states before ample generalization may be made .In light of this , it is suggested that a similar but more elaborate study may be conducted using a larger sample and covering more states in India

Recommendations

- (1) A Workshop and seminars should be conducted at school level to improve the awareness
- (2) Literature should be provided preferable in the mother tongue so that they may read and understand the Right to Education Act clearly .

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