



A Comparative Study of the Awareness Towards RTE Act 2009 Among the Primary Teachers

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ABSTRACT

In the present study, there is an effort to compare the awareness towards RTE Act 2009 among the primary teachers of Banda District. In this research study, 60 Teachers (20 teachers each of General, OBC and SC category) have been selected randomly. Survey method is used for this study. Self constructed 'RTE Act 2009 awareness scale' is used to measure the awareness towards RTE Act 2009 of the teachers of Primary schools. T-value and F-value is used to find out the significance of differences of means. And resultantly it is found 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.

Keywords: RTE Act, General, OBC, SC, male teachers, Banda District

Education is the key to all types of development. Without education we cannot imagine a good family, a society and a good nation. In our national perception, education is essential for all. We can say that education is a boon for the all children especially for the poor children. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy. Elementary education is the main instrument for development and change, literacy and dissemination of knowledge, nation-building and development of human resources for a developing country.

“The right of children to free and compulsory education Act, 2009” which is popularly known as Right To Education (RTE) Act, 2009 has been inserted by the 86th Amendment in December 2002, & passed by the parliament in July, 2009 & the provisions of Act came into force from

1st APRIL, 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. The landmark - Right to Education, the Right of Children to free and Compulsory Education Act, 2009, provides every child in the age group of 6-14 years the right to: 1. Admissions, Participation, and Completion of Elementary Education. 2. A stress free school experience/no corporal punishment, no mental harassment. 3. No detention and no expulsion. 4. A child- friendly curriculum in conformity with the values enshrined in the Constitution of India.

RTE has three goals: 1. Bringing children of weaker sections of our society into the ambit of school education. 2. Ensuring that all schools & their teachers meet certain specific norms. 3. Ensuring that all children receive schooling of reasonable quality, free from any form of discrimination. RTE focuses on the quality of teaching & learning, which requires accelerated efforts and substantial re- forms. The norms of *Sarva Shiksha Abhiyan* (SSA) have also been revised to implement the Right of children to free and compulsory education. India has become one of 135 countries to make education a fundamental right of every child.

The Act also has a provision for every child, who is above six years of age and has not yet been admitted to any school or could not complete his/ her elementary education due to any reason, to be admitted in a class appropriate to his or her age. Teachers are considered to be the backbone of the education and without teachers we cannot achieve the goals. We can implement RTE Act without having good and qualified teachers. So it is mandatory that the teachers should have knowledge about RTE Act 2009.

Review of Related Literature

Khan, T.B. (2015) in his dissertation on the topic "A Study of Awareness of Right of Children among Parent of Primary level Students" observed that male and female parents of both Urban and Rural are equally aware regarding the RTE Act. And they know that the physically disabled children have right to get special facilities for their proper development.

Singh, S. (2015) has conducted a study on "A Study of Awareness of RTE Act 2009 among the BTC Students." He found that most of the students are aware about the RTE Act 2009. A few students know about the 7 Chapters and 38 section of the RTE act. Most of students have the awareness regarding the training for the state and local teachers provided by the RTE Act 2009.

Kumar, Parmod & Yadav, Sujata (2014), studied in their research namely 'Role of Information Communication Technology (ICT) in promoting Awareness Regarding Right to Education (RTE) Act, 2009. With the result the government bodies like NCTE, UGC have already taken initiatives to reorm and revamp teacher education in the country. The UGC is ensuring that all central universities should take steps for developing institutional capacity to prepare teacher

educators. NCTE on the other hand has also taken steps for improving curriculum, norms and standards, accreditation and innovative programmes in teacher education.

Justin P., Singh P. & Singh (2013) has conducted a study on the topic "Awareness about Right to Education among Primary Teachers." As result it is observed that Urban Female Primary teachers are highly aware than Rural Female, Urban Male than Rural male Primary teachers.

Upadhyaya, P. (2013) has conducted a study on the topic "A Study of Awareness about Right to Education Act among Student-Teacher." He found that male and female student-teachers have equal awareness about Right to Education Act. And he also found that student-teachers of Arts and Science stream are equal as for as their awareness about Right to Education Act is connected.

Dubey (2011) found that 88.73% student-teachers have heard about Right to Education Act came into force on 1 April 2010; 52.11% student-teachers were aware of the basic provision of the Right to Education Act i.e. free and compulsory education to all children between 6-14 years.

Jain, and Dholakia, (2009) in an article on 'Feasibility of Implementation of RTE' suggested that the only way to meet the right to Education obligation is to rely on low cost private schools as a significant instrument of the government education policy. On the contrary, the proposed RTE bill introduces provisions that would oppose low cost private schools. Therefore, the legislation for RTE needs to be modified and framed with specific provisions for private public partnership.

Objectives of Study

1. To compare the awareness towards RTE Act 2009 among the primary teachers belonging to the General caste, O.B.C. and S.C.
2. To compare the awareness towards RTE Act 2009 among the primary teachers in the context of their gender.

Research Hypotheses

Following research hypotheses have been formulated for the study:

H_{R1} : There is significant difference in awareness towards RTE Act 2009 among the primary teachers belonging to the General caste, O.B.C. and S.C.

H_{R2} : There is significant difference in awareness towards RTE Act 2009 among the primary teachers in the context of their gender.

Null Hypotheses

For testing the above research hypotheses the following null hypotheses (statistical hypothesis) have been formulated at 0.01 level of significance for the study:

H_{O1} : There is no significant difference in awareness towards RTE Act 2009 among the primary teachers belonging to the General caste, O.B.C. and S.C.

H_{O2} : There is no significant difference in awareness towards RTE Act 2009 among the primary teachers in the context of their gender.

Operational Terms Used in the Study

RTE Act 2009: "The right of children to free and compulsory education Act, 2009" which is popularly known as Right to Education (RTE) Act, 2009 has been inserted by the 86th Amendment in December 2002, & passed by the parliament in July, 2009 & the provisions of Act came into force from 1st APRIL, 2010. This Act is basically for children of the age 6 to 14 years.

Awareness towards RTE Act 2009: Awareness regarding special provisions for the children, responsibilities of the teachers, responsibilities of the school management committees and its functioning, important dates of the Act. It is supposed that a teacher should know all the fundamental information regarding the RTE Act 2009.

Primary Teachers: Primary teachers are those who involve in the teaching for the 1st to 5th classes.

Delimitations of the Study: Only government teachers of Primary schools of Banda District are taken as sample for the study.

Research Methodology

Survey method is used in this research paper. For this study, 20 teachers of each category, General, O.B.C. and S.C. of Banda District have been taken from the Government primary schools. Total 60 teachers have been taken. Cluster random sampling technique is used for the selection of sample. There are 9 blocks in Banda District, Bisanda Block is taken. There are 8 clusters (NPRCs) in Bisanda Block, 2 clusters (NPRCs) Korrahi and Chausad are taken. The total Population of teachers is 151 (Korrahi-73 teachers & Chausad-78 teachers). Self-constructed tool 'RTE Act-2009 awareness scale' is used to know the RTE Act awareness of the teachers. Mean, Analysis of Variance (ANOVA) and t-test is used for the analysis of the data.

Analysis of the Data

In the view of objective 1 of the study, the null hypothesis number H_{O1} is formulated and

analyzed. Degree of freedom, Sums of squares, mean sums of squares and F ratio value of the scores of awareness towards RTE Act 2009 among the primary teachers belonging to the General caste, O.B.C. and S.C. is given in the following Table 1.

Table 1: Summary of results of ANOVA

Source	df	SS	MS	F ratio value	Table Value
Between Groups	2	160	80		
Within Groups	57	198	3.47	23.05	F.01(2,57) = 7.08
Total	59	358	6.067		

Because obtained value of F = 23.05 greater than the required minimum F values 7.08 for being significant at the significant level .01 at df (2,57). So, we can say that this is significant at 0.01 level. And we can say on the basis of this significant F ratio that the difference in means of different groups is significant.

When the value of F ratio is significant then it is very difficult that the observed difference between different groups is by chance. It means that the means are significantly different. But it does not mean that all the means are mutually different significantly. Significant value of F ratio only implies that there is at least one pair of the means which has the significant difference between the means. So, that if F value is insignificant then we need not any test to compare different means. Because there is no significant difference between the means but if there is any F value is significant then this is compulsory to know, which means are significantly different. For this, t-test is used.

Total of within mean Square (MS_w) is an inference of variance of population in analysis of variance so it can be used as pooled variance to find out the standard errors.

$$\sigma_D = \sqrt{\{MS_w(1/N_1 + 1/N_2)\}}$$

$$t = (M_1 - M_2) / \sigma_D$$

Table 2: Post-ANOVA test of Significance

Sl. No.	Group	N	M	σ_D	D= $M_1 - M_2$	t ratio value	Result
1	General	20	11	.58	2	3.44	Significant at .01 level
	OBC	20	9				
2	OBC	20	9	.58	2	3.44	Significant at .01 level
	SC	20	7				
3	General	20	11	.58	4	6.88	Significant at .01 level
	SC	20	7				

$t_{.01} = 2.71$ for two tailed test at $df = 38$.

Since t value is greater than the minimum required value at the 0.01 level of significance. So, we can say that there is significant difference among the means of the three groups General, OBC and SC. On the basis of above Table 2, we reached to following results:

1. There is significant difference in RTE Act 2009 awareness between the teachers of the General and O.B.C.
2. There is significant difference in RTE Act 2009 awareness between the teachers of the General and S.C.
3. There is significant difference in RTE Act 2009 awareness between the teachers of O.B.C. and S.C.

From the Table 2, mean of General Category is very high it means the teachers of the General are more aware about the RTE Act-2009 among the three groups. The reason of this may be that the teachers of General category are economically as well as educationally very strong and they have all the facilities which are very helpful to improve the knowledge and collect the information and they have a good motivation level for learning. The teachers of general category are engaged in teaching for a long time so they are more aware regarding new information.

The teachers of OBC are lesser aware than teachers of the General category but more aware to the teachers of the SC category. The teachers of the OBC don't have the habit to read the newspaper and they are lesser eager to have the new knowledge in other hand we can say that they have low level of motivation and they are not much up to date regarding various rule and regulations as the teacher of General category. The teachers of the SC category are least aware than both category (General and OBC), because the literacy rate of the SC category is very low than the General and OBC. That is why the teachers of SC category have gotten a few opportunities to develop their knowledge and information. Resultantly, the motivation level of primary teachers belonging to SC for learning the new thing is very poor. Sometimes they have to pass through the different types of discrimination which makes them weaker and lazy. In the view of objective 2 of the study, the null hypothesis number H_{O2} is formulated and analyzed. Means, Standard deviation and t ratio value of the scores of awareness towards RTE Act 2009 among the primary teachers in the context of their gender is given in the following Table 3.

Table 3: Summary of results of t-test

Group	n	M	S	D	σ_D	t ratio value	Level of significance
Male teachers	36	10	1.73	2.5	.445	5.62	Significant at .01 level
Female teachers	24	7.5	1.61				

Table value $t_{.01} = 2.66$.

Since the calculated value of $t = 5.62$ is greater than $t_{.01} = 2.66$ for $df = 58$. Hence, the t value is significant at .01 level. So, the null hypothesis can be rejected and we can say that there is significant difference in awareness towards RTE Act 2009 among the primary teachers in the context of their gender. Means to say, the male primary teachers are more aware towards RTE Act 2009 than the female primary teachers.

RESULTS

On the basis of this study the result is that, the teachers of General category are more aware about RTE Act 2009 than the teachers of OBC and SC category. The teachers of OBC category are lesser aware than the teachers of General teachers but more aware than the teachers of SC category. The Teachers of SC category are least aware about the RTE Act 2009 that both category General and OBC. From the Table 3 we can say that the male primary teachers are more aware towards RTE Act 2009 than the female primary teachers.

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