



Awareness Of The Teachers Of Primary Schools Towards Implementation Of Rte Act (2009)

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Abstract:

Education is the single most important agenda for overall development and social justice for any society. Without basic education we cannot think about progress of a society, hence education must be treated as a matter of right. Recently govt. of India passed the Right to Education Act, 2009 for the children aged between 6 to 14 years; it provides primary education as free and compulsory irrespective of Caste- creed, religion, language and sex. There are some provisions in the RTE Act which are to be implemented within the stipulated timeframe. To effectively implement the RTE Act, mainly the teachers must aware about the RTE Act. This study was intended to evaluate the Awareness of the primary teachers of Rangia Sub Division of Kamrup (Rural) District. For this purpose a sample of 100 teachers of primary school was taken for collection of data by using random sampling technique. A self-structured interview schedule was prepared by the investigator for the collection of data. Appropriate statistical techniques were used to test the hypotheses of the present study.

Keywords: Awareness, Primary School, Implementation, RTE Act.

Introduction:

Education is the single most important agenda for overall development and social justice for any society. Without basic education we cannot think about progress of a society, hence education must be treated as a matter of right. Recently govt. of India passed the Right to Education Act, 2009 for the children aged between 6 to 14 years; it provides primary education as free and compulsory irrespective of Caste- creed, religion, language and sex. There are some provisions in the RTE Act which are to be implemented within the stipulated timeframe. The right of children to Free and Compulsory Education (RTE) Act, 2009, has come into force with effect from April 1, 2010 and India joined the league of over 130 countries that have made legal commitments to provide free and compulsory elementary education for children aged from 6 to 14 years. The landmark passing of the Right of children to Free and Compulsory Education act 2009 marks a historic moment for the children of India. For the first time in India's history, children will be guaranteed

their right to quality elementary education by the state with the help of families and communities. Few countries in the world have such a national provision to ensure child-centered, child-friendly education to help all children develop to their fullest potential. There were an estimated eight million out-of-school children in the age group of 6 to 14 in India out-of-school in 2009.

The act provides for a special organization, the National Commission for the Protection of Child Rights, an autonomous body set up in 2007, to monitor the implementation of the act, together with Commissions to be set up by the states.

Since independence, India has been trying to improve the educational situation through its various policies. In accordance with the constitutional commitment to ensure free and compulsory education, universalisation of elementary education has been accepted as a national goal in our country. Though, like the other states of India, The Assam Government also implemented the Right to Education Act 2009 and prepared own Act to implement the Right to Education Act properly to provide Free and Compulsory education to all children, still a good number of children deprived from the benefits of Assam who read in private schools which are not covered by the provisions of Right to Education Act, 2009.

In a country like India providing universal education is a challenging task not only for its geographical differences but also its racial and linguistic diversity. Despite of various plans and policies related to education, the nation is yet to achieve the elusive goal of Universal Elementary Education, which means 100 percent enrolment and retention of children with quality schooling facilities in all habitations.

It provides a ripe platform to reach the unreached, with special provisions for disadvantaged groups, such as child labourers, migrant children, children with needs, or those who have a “disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factors.” RTE focuses on the quality of teaching and learning, which requires accelerated efforts of the teachers of primary schools and substantial reforms.

So the investigator tries to study the awareness of the teachers regarding the right to education act and its implementation in field. To effectively implement the RTE Act, mainly the teachers must aware about the Rte Act. This study was intended to

evaluate the Awareness of the primary teachers of Rangia Sub Division of Kamrup (Rural) District.

Objectives:

1. To study the awareness between male and female teachers towards implementation of RTE act.
2. To compare the awareness between urban and rural teachers towards implementation of RTE act.
3. To study the influence of professional training of teachers in creating awareness towards implementation of RTE act.

Hypothesis:

1. Ho1 There is no significant difference regarding the awareness of implementation of RTE act between male and female teachers.
2. Ho2 There exist no significant difference between urban and rural teachers towards implementation of RTE act.
3. H1 Professional training has impact on creating awareness among the teachers towards implementation of RTE act.

Methodology:

For the present study, descriptive survey method was used by the investigator. A self structured questionnaire was used to collect the data. A structured interview schedule was prepared for the collection of data during the empirical part of the study. The study was conducted to know the better concept and understanding about the awareness of the teachers of primary schools towards implementation of RTE act.

Sample:

The investigator selected 100 primary school teachers to collect the relevant data for the present study by using random sampling method.

Tools used:

- A self-structured interview schedule was prepared by the investigator for the primary school teachers.
- Questionnaire for the primary school teachers.
- Observation and informal discussion were used to collect the necessary data for this study.

Delimitation of the Study:

1. The population of the study was the teachers of primary school.
2. The sample is delimited to 100 school teachers.
3. The study is delimited to Kamrup District.

Analysis and Interpretation of the Data:

Objective 1: To study the awareness between male and female teachers towards implementation of RTE act.

Ho1: There is no significant difference regarding the awareness of implementation of RTE act between male and female teachers.

Table no 1: Chi-square value and level of significance of awareness between male and female teachers.

Variable	Sample	Calculated chi-square value	Df	Critical chi-square value		Level of significance
				0.05%	0.01%	
Gender	Male	7.54	1	3.84	6.63	Significant
	Female					

From table no 1 it is found that calculated chi-square value is 7.54 and df is 1. Therefore, calculated value i.e 7.54 is higher than both the critical values at 5% and 1% level of significance. By looking into the result it can be said that the chi-square value is significant and formulated null hypothesis i.e. there is no significant difference regarding implementation of RTE act between male and female teachers of primary schools is rejected.

Objective no 2: To compare the awareness between urban and rural teachers towards implementation of RTE act.

Ho2: There exists no significant difference between urban and rural teachers towards implementation of RTE act.

Table 2: Awareness between urban and rural teachers towards implementation of RTE act.

Variable	Sample	N	Mean	SD	t-value	Obtained t-value	Level of significance
					0.05		
Area	Urban	50	47.9	7.49	2.01	13.9	

	Rural	50	36.2	5.24			Significant at 0.05 level
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Table 3 shows that the obtained t-value is greater than the table 't'-value at 0.05 level of significance of difference. Therefore, formulated hypothesis is rejected. It is concluded that there exist difference between urban and rural teachers towards implementation of RTE act.

Objective no 3: To study the influence of professional qualification of teachers in creating awareness towards implementation of RTE act.

H1: Professional training has impact on creating awareness among the teachers towards implementation of RTE act.

Table 3: Professional qualification of teachers in creating awareness towards self- learning.

Variable	Sample	Computed Chi-square value	Critical chi-square value		Df	Level of significance
			0.05%	0.01%		
Professional Qualification	Trained	1.96	3.84	6.63	1	Insignificant
	Untrained					

Table 3 shows the influence of professional training of teachers in creating awareness towards implementation of RTE act. Here, the calculated chi-square value is 1.96 and df is 1 which is less than the critical value i.e 3.84 at 5% and 6.63 at 1% levels of significance. Therefore, calculated chi-square value is insignificant and the formulated hypothesis i.e. professional training has impact on creating awareness among the teachers towards implementation of RTE act is accepted.

Finding of the study:

1. The findings of present study show that male teachers are more aware than female teachers towards RTE. So, the government should organize seminars, in-service teacher training programmes (workshop, refresher course) for female teachers in order to generate awareness.
2. The present study shows that there is strong need of teacher training program on right to education act. This can be undertaken through mass awareness programmes as well as ensuring proper understanding by stakeholders responsible for its implementation.

3. The finding of the study is very useful for educational planners as the study can serve as basis for planning different programmes for creating awareness among female teachers. Education department should provide more study leaves so that teachers can participate and get more information about RTE for attending awareness programmes. This can be done through mass awareness programmes.
4. The finding shows that the RTE act cannot be properly implemented without the awareness of parents. Orientation programmes for parents and guardians should also be arranged at different levels. When the parents will be aware of their rights, they would avail the services and opportunities provided under RTE act.
5. 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 able to contribute towards the fulfillment of the goal of compulsory and free education.
6. It is concluded that there exists difference in some extent between trained and untrained teachers towards implementation of RTE act.
7. It is also found that there is a huge difference between urban and rural teachers towards implementation of RTE act

8. Conclusion:

The children can be given the right shape with the help of the teachers who can understand their role as a mentor. The study reveals that the level of awareness towards implementation of RTE act of primary school teachers is average. While it remains the largest provider of elementary education in the country, forming 80% of all recognized schools, it suffers from shortage of teachers and infrastructural gaps. Teachers are considered as the man maker and they prepare our children for future citizen of our country. Without the awareness of the teachers it is not possible to provide free and compulsory education to the children. It was found that the teachers teaching in elementary level do not have the depth knowledge on the RTE Act and its they are less aware about the significance of RTE Act in providing quality education to the children between the age group of 6-14 years. In this regard, teachers must have proper knowledge about RTE act so that they can able to implement it in primary school effectively.

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