

TEACHERS' AWARENESS ABOUT RTE ACT – 2009 **AMONG UPPER PRIMARY SCHOOL TEACHER**

Raju Singha*

ABSTRACT

Now education is a fundamental rights in our Indian constitution after 86th amendment of the constitution in 2002. After this inclusion education is treated as fundamental right of every children to get free and compulsory education between the age group of 6-14 years. This right is known as RTE Act-2009. It is the teacher who has the prime responsibility to understand and implement this Act. So there is a need of knowledge and awareness for the teacher about RTE Act-2009. In this paper the researcher had tried to findout the awareness level of teachers about the RTE Act-09 from different angles. For this purpose the researcher had chosen a total number of sample 349 from upper primary section teachers of Govt. Aided school of Malda district. The study reveals that there is a significant difference about the RTE awareness in respect of male and female teachers , teacher of rural area and urban area and teacher of science and teacher of arts.

Keywords RTE Act Govt. Aided School Fundamental rights Indian constitution Awareness level

* **Assistant teacher of Khutadaha R.C high school(H.S)**

INTRODUCTION

For the development of any country education for all is necessary. To make this a reality , a positive beginning was made by the Government of India and the RTE Act was passed by the Indian Parliament (on 4th August,2009) . The act describes the modalities having the provisions for free and compulsory education for the age group 6-14 years under Article 21A of the Indian constitution. This Act makes education as fundamental rights of every child enforceable by law. The Right of food , Right to information and Right to Education are considered to be fundamental rights for social well-being and transparent Governance. Now, the right of children to free and compulsory education Act 2009 popularly known as RTE-2009 has also come into force w.e.f. on 1st April, 2010. It must be recalled that after India's independence, when the constitution first recognized education under the directive principle of state policy as the state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years (Article : 45), this was the only Article in the constitution to have a concrete time frame of ten years. Yet , evidence shows neither the stipulated time frame respected nor the issue given due importance for a long span of time.

The need for the Right to Education would become apparent when one realizes the fact that 42 million children in the age group of 6-14 in our country do not attend the school. Nearly 300 million children are illiterate. We are ranked 147th out of 177 countries measured for literacy by UNESCO. If the 42 million out- of- school children are to be enrolled in schools, we need 1 million additional classrooms and equal number of teachers. This implies the need for thousands of teacher educators to produce 1 million qualified teachers.

When the RTE becomes an act, and it will be implemented, it will entail an expenditure of at least Rs. 3,50,000 crores in addition to current expenditure on education. If this move was initiated ten years ago in 1999 , as estimated by the Tapas Majumder committee education would have cost Rs. 1,37,000 crores. Even now the Government should not find it difficult to give effect to the Right to Education bill when it becomes act as a large part of 6-14 years group is covered by the Sarva Siksha Abhiyan (SSA).

ROAD MAP TO RTE-2009

The roadmap to implement the Right to children free and compulsory Education act was discussed at a meeting of State Education Secretaries.

According to the minutes of the meeting :

Nearly 7.8 Lakh additional classrooms and 7 Lakh girls toilets will have to be created to implement the new law which has come into force from 1st April,2010.

Each child will be provided uniforms at Rs. 400 per annum. Every child will be provided free text books and the child with special needs will get Rs. 3000 per annum for inclusive education. Rs. 10000 will be given for home based education for severally disabled children. There will be additional requirements of 5.1 Lakh teachers to meet the pupil teacher ratio of 1:30 as per RTE Act. The 7.6 Lakh untrained teachers will be provided training in next five years.

Right to Education Bill to make India a knowledge hub. The bill is integrated with the future of the country. It will create intellectual assets. Creativity of mind leads to creation of intellectual assets. We are trying to make India a knowledge hub in 15-20 years. This bill is the first step in that direction.

THE ACT INCLUDES

1. Free and compulsory education for the 6-14 years age group.
2. Within 3 years the state shall ensure that there is a school in every child's neighbourhood.
3. Private schools will admit 25% children from among the poor and educate them free of cost.
4. Parents / Guardians shall ensure that children enter school as soon as they are six years old.
5. The Government schools will be managed by school management committees.
6. Sets qualifications and working norms for teachers in all schools.
7. Protect children from labour, early marriage, exploitation, discrimination, abuse, violence and neglect.
8. mandates a system of evaluation that is free of the oppression of annual exams.
9. The central Government and the state Government shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

10. Participation of civil society in the management of schools, makes teachers accountable to parents and the community.

REVIEW OF LITERATURE

Sunita (2010), made a study on teacher's literacy towards the child rights and she found that the secondary school teachers were aware about the child rights at satisfactory level. The reviewed studies have showed that there is a dire need of an in-depth study on the awareness among elementary school teachers about the Right of children to free and compulsory education Act, 2009.

Kumar & Sharma (2011), revealed in his study that teacher's are significantly more aware than that of parents.

Vithalrao (2011), executed an enquiry to know the awareness about child rights among teachers in Mumbai city and the study revealed that significant difference was found in the awareness level of male and female teachers but all the teachers were aware of the child rights more or less.

Islam & Chakraborty (2013), have studied the awareness level of equitable quality cited in the RTE Act, 2009 among in service secondary school teachers in the three districts of West Bengal – Murshidabad, Nadia and Purulia. The study revealed that the level of awareness of student-teachers towards equitable quality in the light of RTE Act, 2009 among teachers is not encouraging.

Aslam (2013), cited that the awareness on RTE among the public is low due to the pitiable awareness of teachers, result the lesser number of admissions of pupil in the schools. To know the importance of education for the upliftment of human life every parents should be literate as well as their children. Because large amount of population is illiterate and not aware of the value of education.

Rajput & Aziz (2013), found in their study about the poor awareness of teachers regarding Right to Education Act, according to them it was very disheartening to observe that there were few teachers as well as people who heard about the Act.

Patra (2011), revealed in her study that there was a significant difference between female and male school teachers in which female teachers had a high level of awareness rather than the male teachers with regard to the rights of the children in education whereas **Gandhi & Yadav (2013)**, revealed that male teachers were more aware than female teachers towards RTE.

Mallik, Serohi & Tayal (2013), found in their study that there was no significant difference between urban male and female prospective teachers in their awareness towards RTE. They also studied that there was also not significant difference between rural male and female prospective teachers in their awareness towards RTE.

OBJECTIVES

1. To find out the difference in RTE awareness among male and female teachers.
2. To compare the RTE awareness among the teachers belonging to urban and rural areas.
3. To compare the level of awareness about RTE Act between teachers of Arts and teachers of Science.

HYPOTHESIS

HO: 1 There is no significant difference in RTE awareness among Male and Female teachers.

HO: 2 There is no significant difference between teachers belonging to Urban and Rural areas.

HO: 3 There is no significant difference between teacher of the Science and teacher of Arts stream.

METHODOLOGY

In this present study descriptive method was employed. It was designed to explore the RTE awareness among upper primary section teacher. For conducting this study a self made questionnaire was developed which had 25 items.

SAMPLE

The questionnaire was used on total number of 349 upper primary section school teachers in Malda district, West Bengal, who were selected by random sampling method. Among these teachers 58 were male and rests56 were female. 64 teachers belongs to rural areas and other 65 teachers belongs to the urban areas and also 52 teachers of arts and 54 teachers of science were choosen as sample from the Govt. Aided schools of Malda district for conducting this study.

Table : 1 : Sample of the study

Area	Gender	Stream
Urban (65)	Male (58)	Science(54)
Rural (64)	Female (56)	Arts (52)
Total :129	Total :114	Total :106

TOOLS USED

The tool was used in this study a self made questionnaire. It contained of 25 items related to RTE awareness. The test was administered and the response made by the teachers were scored and it further analyzed by using of the appropriate statistical techniques.

RESULT AND DISCUSSION

HO : 1 There is no significant difference in RTE awareness among Male and Female teachers.

Table : 2 : Awareness of RTE Act among Male and Female teachers

Group	N	Mean	SD	Mean difference	df	t-value	Significant level
Male	58	18.41	3.85	1.48	112	2.55	significant
Female	56	19.89	2.92	1.48	112	2.55	significant

Observation of Table:2 reveals that female teachers have secured a higher mean (19.89) when compared to male teachers (18.41) with regard to awareness of RTE Act and the mean difference is 1.48. The obtained t-value is 2.55 which is greater than the table value i.e. 1.98 to be not significant at 0.05 level. Hence null hypothesis is rejected. It is therefore concluded that there is a significant difference on awareness of RTE Act between the male and female teachers.

HO : 2: There is no significant difference between teachers belonging to urban and rural areas.

Table : 3 : Awareness of RTE Act between urban and rural school teachers.

Group	N	Mean	SD	Mean difference	df	t-value	Significant level
Urban	65	18.86	2.97	1.45	127	2.23	significant
Rural	64	20.31	3.73	1.45	127	2.23	significant

Observation of Table: 3 reveals that there is a mean difference is 1.45 between the urban and rural teachers of the selected sample. The urban school teachers have lower mean than the teachers of rural area. The obtained t-value is 2.23 of 127 df between these two categories and this value 2.23 is greater than the table value i.e. 1.98 to be not significant at 0.05 confidence level. So it may concluded from the given table that the null hypothesis is rejected and there is significant difference between the awareness about RTE Act of urban teachers and the teachers of rural areas.

Ho: 3 : There is no significant difference between the teacher of Science and teacher of Arts.

Table : 4 : Awareness of RTE Act between teacher of Science and teacher of Arts

Group	N	Mean	SD	Mean difference	df	t-value	Significant level
Teacher of Science	54	20.48	3.11	1.43	104	2.55	Significant

Teacher of Arts	52	19.05	3.58	1.43	104	2.55	significant
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Observation of table: 4 shows that the teacher of science have scored a higher mean (20.48) than the teacher of arts stream(19.05).The table shows that the mean difference is 1.43 and the obtained t-value is 2.55 for a df of 104. Since the obtained value(2.55) is greater than the table value i.e. 1.98 and the null hypothesis is rejected. This shows that there is a significant difference about RTE Act and its awareness between the science and arts teacher.

FINDINGS OF THE STUDY

The study shows the findings about the RTE awareness

1. There is significant difference between the male and female teachers of the selected sample about this RTE Act.
2. There is a significant difference between the teachers of urban and rural areas.
3. There is a significant difference between the teacher of science and teacher of arts.

One major findings from the study from item no. 20 which was the reservation policy of the female member in school managing committee is 50% of total number of the member. 65.88% teacher was unaware about this provision where male teachers 40.47% and the female teachers 25.41% of the total sample. This illustration highlights that 65.88% teachers do not know about the reservation of the female member in the school management committee.

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